

The ATA MAGAZINE

OFFICIAL ORGAN OF THE
LIBERTY TEACHERS' ASSOCIATION

VOLUME 22

NO. 4

The Christmas Story



Is it a queer thing that the Christmas Story, originating within reach of three continents, should have been embraced and adorned with tender symbolism by the most cantankerous people on earth, the Europeans. Perhaps it is because among those hardy, sea-faring, river-plying, forest-roving people it was needed most, to strengthen the ties of home, to give dignity to motherhood and significance to babyhood. When the Christmas story swept Europe, those thrusting, restless people began to be something better than breeding Spartans. The game of life became intelligible to the common human spirit, and common people began to watch the score.

That intelligence of the spirit is what Hitler must destroy, and it is what we dare not surrender to him.

December, 1941



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EDITORIAL

RE COST OF LIVING BONUS

POSSIBLY no question receives so much concentration on the part of Locals and teaching staffs these days as the prospect of a cost of living bonus for teachers. As implied in the two previous issues of *The A.T.A. Magazine*, the Dominion officials feel that they are unable by reason of constitutional impediments to effect a cost of living bonus for teachers, although they pointedly suggest in their wire to us (see November editorial) that school boards should follow the spirit of the new regulations.

While not disposed to be uncharitable in this matter, one might be pardoned for suggesting that the cost of living bonus for the over 65,000 teachers in the Dominion is now considered wiped off the slate as far as the Dominion Government is concerned—one trouble the less for them to face. There are some, however, who argue that the position taken by Ottawa is questionable, for the reason that The Defense of Canada Regulations published pursuant to The War Measures Act give the Dominion authority and power during war time to enter into any field deemed advisable by the Government . . . in fact it would seem that they can override what in normal times is considered the constitution of the Dominion, yes, even the B.N.A. Act. If this is so then it would signify that the Dominion Government is taking the easy way out and so to speak saying, "Well, we don't want to face this hurdle, so we will get behind the skirts of the constitution." We pub-

lish herewith an interesting opinion prepared by our solicitor Mr. C. W. Clement on this matter.

RE: War Time Wages and Cost of Living Bonus Order

The purpose of this Order in Council is to achieve a stabilization of wage rates at fair and reasonable levels in the interest of the war effort. It applies to certain employers defined in the Order but in specific terms does not include "any hospital or religious, charitable or educational institution or association operated on a non-profit basis". There can be no doubt, therefore, that the Order in Council does not apply to the payment of teachers' salaries.

Some questions have arisen as to whether the Dominion Government would have power to make such an Order in Council applicable to teachers' salaries in view of the provisions in the British North America Act. Under ordinary circumstances it would not have such power; but in a national emergency all legislative powers are subjugated to the paramount authority of the Dominion Parliament. The point is dealt with by the Judicial Committee of the Privy Council in the case of *Fort Francis Pulp & Power Company v. Manitoba Free Press Company*, 1923, A.C. 695, from which we extract the following quotation:

"In the event of war, when the national life may require for its preservation the employment of very exceptional means, the provision of peace, order and good government for the country as a whole may involve effort on behalf of the whole nation, in which the interests of individuals may have to be subordinated to that of the community in a fashion which requires s.91 to be interpreted as providing for such an emergency. The general control of property and civil rights for normal purposes remains with the provincial legislatures. But questions may arise by reason of the special circumstances of the national emergency which concern nothing short of the peace, order and good government of Canada as a whole.

"The overriding powers enumerated in s.91, as well as the general words at the commencement of the section, may then become applicable to new and special aspects which they cover of subjects assigned otherwise exclusively to the Provinces. It may be, for example, impossible to deal adequately with the new questions which arise without the imposition of special regulations on trade and commerce of a kind that only the situation created by the emergency places within the competency of the Dominion Parliament. It is proprietary and civil rights in new relations, which they do not present in normal times, that have to be dealt with; and these relations which affect Canada as an entirety fall within s.91 because in their fulness they extend beyond what s.92 can really cover. The kind of power adequate for dealing with them is only to be found in that part of the constitution which establishes power in the State as a whole. That the basic instrument on which the character of the entire constitution depends should be construed as providing for such centralized power in an emergency situation follows from the manifestation in the language of the Act of the principle that the instrument has among its purposes to provide for the State regarded as a whole, and for the expression and influence of its public opinion as such.

"Their Lordships, therefore, entertain no doubt that however the wording of ss. 91 and 92 may have laid down a framework under which, as a general principle, the Dominion Parliament is to be excluded from trenching on property and civil rights in the Provinces of Canada, yet in a sufficiently great emergency such as that arising out of war, there is implied the power to deal adequately with that emergency for the safety of the Dominion as a whole."

The purpose of controlling wages is to subordinate the economy of the Dominion to the war effort so that no dislocation may occur through in-

flation and its attendant evils. This, in our opinion, is a valid exercise of the power of the Dominion Parliament in the emergency of war and may in its discretion be applied as well to the wages in educational institutions as to the wages in any other field. It may be a matter of political expediency that it has not been applied to educational institutions in the present Order in Council as the Dominion Parliament is very loath to enter that field under any pretext.

* * *

CE is being broken with respect to a cost of living bonus for teachers. Many Locals are vigorously taking up with their school boards the granting of the bonus to the staff. The towns of the Crow's Nest Pass started the ball rolling in this regard, Calgary City now is helping to push it along and a communication comes to hand as this is written that the board of the Taber School Division has led the way for other divisional boards in the Province, having recently passed a resolution as follows:

"Cost of Living Bonus: that we grant the teachers on our staff a cost of living bonus equal to 10 per cent of their salary for the year 1942. Bonus to be payable from January 1, 1942."

This bonus will cost the School Division over \$2200 during the period from January 1st to August 31st, 1942. This shows a real spirit of co-operation, justice, and good faith on the part of the Taber Divisional School Board, particularly in view of the fact that this bonus was granted without any previous solicitation on the part of the teachers' salary negotiating committee. It shows a willingness of the divisional board to recognize the need for upward revision of teachers' salaries and to take what steps it can to put this recognition into effect. Taber is by no means a wealthy Division; nevertheless it sets an example worthy of being followed by many School Divisions far better circumstanced than Taber.

* * *

PROGRESSIVE VICTORY

PRESIDENT Smith in his last newsletter suggested "the time is opportune for us as members of the A.T.A. to express ourselves one way or the other on the question of Progressive Education." Is it fair to suggest that possibly members of the teaching profession are not exempt from a general human tendency to view with caution, even suspicion, any new philosophy or practice intimately affecting their work. Is it so strange after all that laymen are more ready than professionals to agree to a change which does not so intimately affect the former's own life and work?

Of course members of a profession may grow old-fashioned or, to put it more gently, the older they get, the more conservative they tend to become, the more resistant to fundamental change. Change in professional philosophy and practice most intimately affects their welfare, their comfort, their happiness, the effort to be expended by them; so the older in years, the more experienced one may be in particular procedures or practices, the more conviction roots itself in the being

that the well tried present, developed and evolved from the past, must necessarily be preserved at all costs. There develops also a tendency to hold as indiscreet, even dangerous, any major departure from tradition.

* * *

YOUNG bloods, however, come along brimful of energy, confident of their ability to think out things for themselves, receptive to new ideas if for no other reason than that they are new, possibly a little impatient with the old just because it is old, and prepared to question everything and try out anything. Say they, "We are living in a dynamic world, and we must be prepared to meet changes. Let's try it out anyway and see what there is to this new idea. We can never learn to swim without getting into the water." This is countered by, "This is revolutionary. Don't act like a bull in a china shop; you don't know what irreparable damage may result."

Of course there are plenty of exceptions to the general rule; some people never lose the spirit of youth, never lose the inquiring mind, ever resist smugness and satisfaction with things as they are. On the other hand there is a small proportion of young people who soon get into a comfortable rut and resist being diverted from the straight and narrow path of tradition.

Bearing these things in mind, therefore, one must assume that the people most receptive to a new philosophy, who are prepared readily to adopt new practices, may generally be expected to be the younger, more aggressive and alert, even though, judged by years, the less experienced members of a profession.

* * *

IT IS therefore with particular interest and significance that the results of an experiment conducted in Progressive Education practices in New York City involving 65,000 of the 600,000 elementary school children are now made known. We suggest to our readers that they scan carefully an article in this issue written by L. W. Bercuson of Smoky Lake, entitled "Are We Marching Backward"? Embodied in this article is an excerpt from Time Magazine of November 10th dealing with the results of the experiment and advising that the State Education Department recommended that the whole New York City school system go Progressive, not by compulsion but as teachers showed themselves ready and willing to try the new way.

* * *

MERRY CHRISTMAS JUST THE SAME

WE cannot but wish the teachers of Rocky Mountain House village a very hearty Christmas in spite of the fact that a condition imposed in the salary schedule holds the sword of Damocles perpetually over their heads. We publish herewith a resolution from the Strathmore Local Association which received the en-

dorsation of the Red Deer Fall Convention. The resolution so trenchantly worded speaks for itself and one might easily spoil its effectiveness by enlarging upon it. This resolution does a job well and constitutes a scathing indictment of the antediluvian attitude of an Alberta school board.

"Whereas, considerable publicity has been given by the press to the condition of the salary schedule agreed upon by the board and the teachers of the Rocky Mountain House Village S.D. No. 2590, requiring that certain increases in payment of salary to teachers shall be resultant on a certain percentage of passes in examinations of the high school students in attendance; and

Whereas, such a condition is inimical to the interests of education; and

Whereas, such an imposed condition is an evidence of woeful ignorance of sound educational policy and technique in that the judging of efficiency of teachers by examination results may usually be accepted as a wrong gauge of the real work accomplished by either teacher or student; and

Whereas, it thereby constitutes a glaring injustice to both pupil and teacher;

Be it Resolved: that this Convention of teachers unreservedly condemn the attitude in this regard of the Board of Trustees of the Rocky Mountain House Village School District No. 2590; and

Be it Further Resolved: that a copy of this resolution be forwarded to the Department of Education and that the Executive of the Alberta Teachers' Association be requested to take immediate steps with a view to having the aforesaid proviso eliminated from the schedule of salaries of the Rocky Mountain House Village School District No. 2590.

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President's Newsletter - -

Dear Fellow Teachers:—

Much concern has been expressed by many of our members over the fact that the Dominion Government failed to include teachers in its cost of living bonus regulations. Personal-



J. A. SMITH

I cannot understand why a group performing one of the most important social services of this country should be overlooked. Undoubtedly the Dominion Government maintains that since education does not come under its jurisdiction in normal times it should refrain from insisting that we be paid a just bonus. However, these are not normal times and no group is one bit more conscious of this fact than teachers. We have been and still are doing our utmost to play our part in this crisis. Nevertheless we are also human beings. We have the same responsibilities as other citizens of the Dominion. One even hesitates to point out that our salary level is far below what any just person recognizes it should be. Why then this discrimination? Some fair minded Boards of the provinces have already offered their teachers a cost of living bonus; others are considering the question. But this is not good enough: every teacher in this province is entitled to the same recognition as has been given to other citizens. This problem will be fully discussed by the members of the Provincial Executive at their Christmas meeting. I feel certain that they will insist that every possible step be taken to see that we are paid a just bonus.

Another problem which will receive consideration at Christmas is the possibility of the Association embarking upon a more dynamic educational policy. Since becoming a recognized profession our work in this line has been rather limited. True enough past executives did all that they could, but other matters of more immediate importance demanded most of their time. Organization, salary problems and a host of other questions had to be faced. I do not mean to intimate that we have reached a happy solution to any of these issues, but it is felt that we owe it to our profession to become more active in the educational field. Within the next few years our present curriculum will come up for revision. Could a plan not be worked out whereby every teacher through his Sub-local and Local organization would be given a part on this revision? If it could I feel convinced that the new curriculum would mean more to each of us. Also recommendations for revision coming through the Locals to a central committee would certainly receive very serious consideration by the Departmental Curriculum Revision Committee. Think this over a bit, for you may be called upon for some help.

Another Christmas season is before us; another year nearly completed. It is, I am certain, our sincere wish that by the time another Christmas season approaches the menace which now threatens our way of life will be destroyed forever. To the fulfilment of this destruction I know that each will dedicate himself. On behalf of your executive I wish you a very Merry Christmas and a Happy New Year.

Faternally yours,

JAMES A. SMITH.

The A.T.A. Magazine

A.T.A. BRIEF TO THE UNIVERSITY SURVEY COMMITTEE

Introduction

The following brief is submitted by the Provincial Executive of the Alberta Teachers' Association to the Special Committee Investigating the University of Alberta. In submitting this document we would beg leave to point out that the brief is based on the considered opinion of over six thousand teachers as expressed by them in formal resolutions passed by authorized representatives at Annual General Meetings of the Association over a period of the past five years.

I. Faculty of Education

We submit that it would be in the interests of education in Alberta to establish a Faculty of Education at the University, this Faculty to have complete control over the training of High School teachers. It would then be possible for the student, once registered in education, to secure the following benefits:

- (1) A selection of undergraduate courses that would have general value for teaching, together with an opportunity to specialize in some particular field.
- (2) Strictly educational courses dealing with methodology, philosophy of education, etc., could be spread over the undergraduate years' work, thus relieving the overcrowding presently existing in the final year.
- (3) Practice teaching could be begun before the final year, thus permitting the student sufficient time to develop the necessary techniques.

II. Summer School

We urge that the University Summer School, at least in so far as teacher students are concerned, be organized and directed by the proposed

Faculty of Education. This we contend is logical, having regard for the following facts:

- (1) The overwhelming majority of students attending the University Summer Sessions are teachers interested in furthering their academic and professional training in the educational field.
- (2) Most efficient work can be done in teacher training only when that work is directed and the courses are selected by a recognized authority in education and pedagogy.

III. Matriculation Requirements

A.—We wish to submit the reasonableness of bringing the matriculation requirements for entrance into the proposed Faculty of Education into line with those for the present Normal Entrance course. We suggest that this step would result in the following benefits:

- (1) Greater enthusiasm on the part of High School teachers for the new philosophy of education; for we believe that there is considerable force in the argument that the present rigid University matriculation requirements are acting as a deterrent to the whole-hearted adoption of the progressive viewpoint in education in Alberta High Schools.
- (2) An increased enrolment in the proposed Faculty of Education, thus providing a more adequate supply of trained High School teachers.

B.—In certain fields we believe that the matriculation requirements should be brought more closely into line with the general tenor of the work of the University course. Thus

for example, we fail to see the necessity of requiring:

- (1) Students in the School of Nursing to have matriculation in Mathematics
- (2) Students in the School of Commerce to have matriculation in Science and foreign Languages
- (3) Students in the School of Pharmacy to have matriculation in Latin.

C.—We would also urge that more High School Industrial Arts options be given Matriculation credit to students entering Engineering.

IV. Normal Schools and Liaison Committee

We believe that there should be a greater interchange of viewpoint between the authorities in charge of the Normal Schools and those in charge of the teacher training branch of the University. We would urge that graduates of the Normal Schools be brought to the realization that the teacher training process is a prolonged one of which a graduate of a Normal School has proceeded but a short way; that is, a student would see Normal School, Faculty of Education, as successive steps in his training. In keeping with this line of thought we submit that considerable credit be given by the proposed Faculty of Education for Normal School standing.

In this connection we recognize the value of the Liaison Committee and the necessity for continuing its function. However, since this Association is vitally concerned with the decisions of this Liaison Committee, and since the Alberta Teachers' Association is already represented on the Department of Education Certification Committee, we submit that representation should be provided for the Association also on the Liaison Committee.

V. Degree in Industrial Arts

During recent years there has been a considerable increase in the number of centres offering Intermediate and High School instruction in Home Economics and General Shop. Special qualifications are required of those teaching such subjects. Present conditions would indicate that this growth will continue, so that we can look for such centres being established elsewhere as fully as in the towns and cities. Teachers in this branch of education should be as highly qualified as those teaching in other fields.

At present the University provides instruction leading to a degree in Household Economics. In order to secure instruction in Industrial Arts teachers must attend universities in the United States. Since such degrees are recognized at least in certain instances by such accredited universities as Northwestern, we submit that a course leading to a degree in Industrial Arts, or a Bachelor of Science in Industrial Arts, be offered by the University of Alberta.

VI. Extramural Work

The University is supported largely from general revenue which is collected from the Province at large. It is therefore fair that the University should in turn attempt to give service to as wide a section of the Province as possible, so as to minimize in some extent the disabilities that are suffered by persons living at some distance from the University centre. We submit that the University should give serious consideration to the following proposals for extending the influence of the University:

- (1) The establishment of centres wherever possible and where competent instructors are available, so that people living in such centres as Calgary, Lethbridge, Medicine Hat, Wetaskiwin, Red Deer, etc., will have the opportunity of attending classes.

- (2) Investigation of the possibility of providing visiting lecturers who might follow a regular itinerary, perhaps weekly, between points where there is sufficient interest to establish classes of, say, ten persons.
- (3) Re-establishment of strictly extramural courses in both the undergraduate and graduate fields, offering services such as are at present provided by Queen's University.

VII. Scholarships

We urge that the University explore the possibility of offering many more scholarships than are at present provided. To this end we would suggest:

- (1) An aggressive campaign carried on within this Province in an attempt to interest our citizens and business houses in the advantages that would accrue from the provision of scholarship endowments.

- (2) Concentrated effort on the part of the University authorities to secure a greater share of the funds of such bodies as the Rockefeller and Carnegie Foundations, etc.

VIII. Partials

We urge that the University expand its services to the point where the general public are encouraged to take courses along with regular students. It is not suggested that credits be given in such courses, but it is felt that a certificate might be granted upon the completion of a course. It is suggested further that there be two fees, one for regular students desiring university credit, and a lower fee for those of the general public who desire instruction.

IX. Public Relations

We would urge the University to adopt a more aggressive policy of salesmanship with a view to utilizing more fully the services at present pro-

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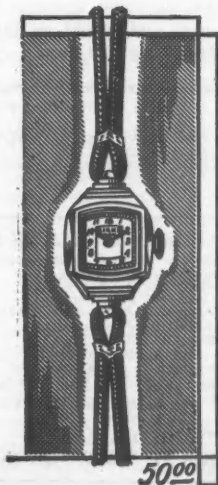
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vided for the general public by the Department of Extension, the Faculty of Agriculture, Radio Station CKUA, the Geology Department, etc., etc., and to establish a committee so to do.

X. The Department of Extension

We recognize the value of the work of the present Department of Extension and feel that this field of endeavour should be greatly expanded. As we see it, the Department of Extension should work in close harmony with the proposed Faculty of Education, taking over and cultivating interests in fields which lie outside the narrower scope of the proposed Faculty of Education.

Furthermore we believe that one of the main hindrances to the expansion of the work of the Department of Extension is the lack of funds at its disposal, and we would therefore urge that the appropriation for this important phase of the work of the University be materially increased.

XI. Guidance for University Students

It is suggested that competent, trained advisers be provided to give University students guidance in regard to courses, vocations, and personal adjustment.

XII. Personnel and Salary Schedule

At present there is considerable criticism of the type of training pro-

vided in various Faculties of the University. We believe that this criticism in most cases is due to the fact that some instructors lack adequate knowledge of teaching procedures. We would therefore submit the proposal that in making future appointments to the staff the University give greater attention to the personality of the applicant and to his qualifications in pedagogy.

We realize the difficulty that the University at present is laboring under in attempting to keep an efficient staff while hampered by insufficiency of funds. Accordingly we recommend:

- (1) That a more generous staff salary policy be adopted, particularly as regards the salaries of the junior members of the staff. The salary should be high enough to attract to and hold in the service of the University the keenest and best equipped minds available;
- (2) That a schedule of salaries be negotiated between representatives of the staff and the University authorities. We feel that such action would tend to remove alleged suspicion between staff members and would go far towards uniting that body.

All of which is respectfully submitted by

The Provincial Executive,
Alberta Teachers' Association.

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Are We Marching Backward?

By LEONARD BERCUSON, M.A.,

Smoky Lake

THE clouds of uncertainty and mis-giving hang low over the heads of many Alberta teachers these days. A storm of criticism is brewing on the immediate horizon over the question of which educational philosophy, the Progressive or the Traditional, is to be accepted finally in this province. The issue is clearly formulated in President J. A. Smith's November Newsletter. "We have in Alberta," he says "a progressive curriculum. Are we as a group of teachers satisfied with this type of curriculum? I feel that it is just about time that we as a group face this issue. . . . One does not have to attend many conventions before becoming aware that certain of our members are definitely of the opinion that the whole framework of progressive education is nothing more than another 'batch of thrills' which will eventually be discarded. Just how widespread the opinion is I do not know, but I do feel that the time is opportune for us, as members of the Alberta Teachers' Association, to express ourselves one way or the other."

To anyone with half an ear for teacher opinion it is most apparent that Mr. Smith has not overstated the case. The Traditionalists are expressing themselves both frequently and vigorously. Nor can anyone deny that there is growing unrest among great numbers who contend that not only is the word "progressive" a gross misnomer for the philosophy which it represents, but that Alberta is marching backward at an alarming rate toward the abyss of low standards, anarchic class rooms and wholesale inefficiency.

The motion picture employs a most effective dramatic device known as "montage" in which a large number of photographic impressions are su-

per-imposed, one upon the other. Were it possible to record the adverse opinions on progressive education in similar fashion, there would be a startling succession of caustic statements like the following:

Progressive education seems committed to entertain rather than instruct our pupils.

Its aim appears to be the development of uninformed, self-opinionated boors.

It is strange indeed to label as "progressive" a system which places a premium on superficiality and incompetence.

If we follow consistently the principles of the New Education, then courtesy, obedience and true learning will be the lost arts of the younger generation.

This list might be continued almost indefinitely. What is most important is that the above assertions represent the determined protest of a group which feels that the youth of Alberta is being reared on a "batch of frills" instead of the "good, solid learning" that characterized the traditional way. And equally determined are those who are completely convinced that this province has been traversing the highway of true educational advancement only since it cast off the shackles some eight years ago of an "outworn, outmoded" programme.

Where are we to turn for the answer to the dilemma? Fortunately, a clear reply is offered in the Education section of *Time Magazine* for November 10, 1941. I quote the item in its entirety:

Progressives' Victory

"Progressive Education won a thumping victory over traditional education last week. The biggest

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progressive experiment ever conducted, involving 65,000 of New York City's 600,000 elementary school children, was officially pronounced a success.

New York City launched its experiment, called the 'activity program,' in 70 schools six years ago. Though handicapped by old-fashioned teachers and old-fashioned schoolrooms with fixed desks (anathema to Progressives, who like to give children room to paint, hammer, build), the experimental schools scrapped their formal curriculum and educated their pupils by 'activities,' e.g. keeping store, building a post office, taking an imaginary trip to California. Pupils picked up reading, writing and reckoning (with teachers' help) as they carried on their activities, instead of by formal drill.

School officials carried on continuous tests to see how Progressive pupils compared with traditionally educated ones. First verdict was delivered last week by the State Education Department. A group headed by Assistant State Commissioner for Research, J. Morrison, and assisted by eminent educators of other States, having studied the experiment exhaustively for a year reported:

Progressive pupils did just as well in the three R's as traditional ones, although in Progressive schools teaching of the three R's was secondary.

In character and personality Progressive pupils surpassed their fellows. They had a better attitude toward their responsibilities as citizens, understood the grown-up world better, excelled in co-operativeness, poise, self-discipline, creative-ability, scientific outlook.

They liked school better.

Most surprising find: although Progressive pupils are generally

supposed to be undisciplined and bumptious, in this experiment they actually turned out to have more respect for school authority than their contemporaries.

The State Education Department recommended that the whole New York City School system go Progressive, not by compulsion, but as rapidly as teachers showed themselves ready and willing to try the new way. Progressives were elated: they had won in the nation's largest city school system."

Will this objective, scientifically controlled investigation, with its conclusive evidence of the soundness and efficiency of the progressive philosophy, silence the critics? Will it cause them to acknowledge meekly the superiority of the activity programme? I am afraid not. The prejudice is too deeply ingrained for such a radical change of faith.

It might well be asked, why the aversion to the progressive schools? There are several distinct reasons. Firstly, of course, it springs from the instinctive distrust of the new and the novel. True, the basic ideas behind the activity method date back many years. Dewey and other pioneers were translating the fundamental theories into facts as long as forty-five years ago. Since then the principles have found endorsement in scores of experiments, culminating in the ambitious, carefully planned Eight Year Experiment which reached a successful conclusion last year, and the even more detailed New York test described in this article. But it was not until the year 1934 that the words "enterprise" and "activity" suddenly swam into the ken of a goodly number of Alberta teachers. Ever since they have been obliged to knuckle down under a system imposed from above, a system in which they did not believe, and which many openly distrusted. There was consequently much resentment

which time and the ministrations of guest speakers from the Progressive Education Association have not succeeded in dispelling. These teachers saw no reason for substituting fads and fantasies for an educational system which was the best in Canada. (Every Albertan has always quietly accepted the distinct superiority of the Alberta educational system as virtually axiomatic.) Besides, the new school of thought enjoyed far from a stainless reputation. Just as in the learning of a foreign language the profanity seems to come most easily, so the first acquaintance with the progressive school seemed to accentuate all its worst features. Into our midst came the activity programme trailing clouds of gossip. The traditionalist viewed the change with horror—and little wonder! For his mind's eye conceived of the new development in these terms:

A class room. Chaos. Confusion. Completely lost amid the milling, charging youngsters—the bewildered, woe-begone teacher. Incessant noise. A score of children talking, hammering, painting, discussing, shouting—simultaneously—unperturbed by the efforts of a hopelessly ineffectual teacher. Discipline—none. Standards—none. Efficiency—none.

Is there anything in the underlying philosophy of the activity programme to justify this fearsome mental picture? I leave it to the reader to judge for himself. Below are listed the essentials, I think, of the New Education.

1. Knowledge, not for its own sake, but only in so far as it has meaning for the child and can be used.
2. Greater freedom for the teacher.
3. Learning through activity, that is, making the pupil an active agent in his own development, rather than merely a passive listener.
4. Education is life, not a preparation for life.

5. Methods are not effective devices for cramming, but means of releasing the pupil's spiritual ability.

6. Educational psychology is no longer to be based on faculty psychology but on the new principle of mental development of the individual.

7. The focal point in the New Education is the child, not the subject.

There is nothing wildly irresponsible in all these points. Rather they seem to indicate a logical, intelligent approach to the business of education. But it is to be noted that the following are not a part of the programme:

1. The six-year-old child is virtue incarnate. He is incapable of all wrong-doing simply by reason of his extreme youth and of his proximity to the ideal world of Plato's and Wordsworth's "pre-existence."

2. Every inhibition is pernicious, creating havoc in the child's mental and emotional life. Ergo, all whims and caprices are to be indulged systematically.

3. The child must be nurtured in an unreal world in which the following simply do not exist—failure, inequality, standards of efficiency.

Whatever bad reputation new attaches itself to the progressive school seems to me to have sprung from these perversions of the original principles. The misfortune of the new education was that its greatest growth took place in the 1920's when the cult of the inhibition was at its peak, and when the whole subject of childhood was treated with maudlin sentiment-

ality. As a result instruction in the progressive school too often degenerated into a consistent pampering of the child, while conditions in the school room resembled anything but the somewhat stern realities of life.

Fortunately there has been a veering away from these sentimental excesses. In their place has come a far clearer insight into what are the true purposes and methods of the activity plan. More and more it is being realized that it is grossly incorrect to consider these perversions as part of the modern educational approach. Indeed, they are distinctly alien to the fundamental proposition that education is life.

When these facts are clearly grasped by all the teachers of Alberta; when the impressive results of scientific experiment and investigation (the New York test for example) have gained far wider circulation, I am confident that President Smith's question will be answered overwhelmingly in favor of progressive education.

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SOCIAL EDUCATION *and* COMMUNITY ORGANIZATION

The A.T.A. Community Service Committee is indebted to **DONALD CAMERON, M.A.,** Director of the Department of Extension, University of Alberta for this well planned article.

IT HAS been recognized for some time by those who have conducted community surveys that one of the problems of community organization today is how to co-ordinate the activities of the large number of organizations which exist in every community and to direct the energies of these organizations towards the common purpose of a planned community programme. Therefore when the Community Service Committee of the Alberta Teachers' Association approached me with a view to collaborating with them in drawing up a programme of social education for community purposes I thoroughly welcomed the opportunity.

As a result of a number of all too sketchy community surveys made by this Department, it is quite obvious that the problem in many small communities in Alberta today is not one of lack of organization but rather of over-organization, with too many organizations all allegedly existing for similar purposes, competing with each other for the limited resources of the community in the way of leadership, equipment, talent and finance. The average person living in a community has either no idea, or at least a very hazy one, of the number of so-called community service, church and other organizations which function in his own home district. As an example, I venture that very few people know that within a radius of five miles from the town of Claresholm are to be found 73 organizations of one kind

or another—this is a town and district of about 2,000 population; or, that in the Edson community there are 46, or in the hamlet of Alliance and a short radius around there are 27. The organizations include Women's Institutes, U.F.W.A. and U.F.A. Locals, Co-operative societies, church organizations and their affiliates, Boards of Trade, and clubs of one kind or another.

If you were to ask the members of these organizations for what purpose they exist, the chances are that many of them would find it very difficult to give a clear and concise answer, but if you suggested that the broad general objective of their organizations was community service and betterment, I think most of them would agree that in a very general way this expressed the objectives for which the organization had been set up.

Obviously in the beginning at any rate, it is too much to expect that some of the organizations in any given community will voluntarily disband and merge their activities with that of a similar organization. Probably in time and as a result of education in community co-operation, this may happen, but it is not likely to happen in the beginning. Recognition of this situation however does not prevent all of these organizations, or at least a percentage of them, from coming together at frequent intervals for certain purposes which will benefit the whole community.

The first step then in considering a revised programme of education and community service should be to think in terms of a community federation or council through which the energies of the best talent in the

community can be channelled for agreed community objectives.

One frequently hears today that people are not as neighborly as they used to be in the pioneer days and that communities are not linked together as strongly as they were twenty-five years ago. There are a number of factors which contribute to this feeling which has not come about through the design of any individual. These factors are: better roads and the automobile which enable the individual family to include in its circle of friends those in a much wider radius than previously; the telephone, the radio, and the film. All of these instruments of modern civilization have tended to make the people in any community less dependent on each other for recreation and entertainment than was the case formerly. So far comparatively little effort has been made to use these instruments to strengthen the bonds of the community. The latest factor which has played an important part in this development is the introduction of a great multiplicity of community organizations of one kind or another which has had the effect of dividing the community into comparatively small units or groups, each having comparatively little communication with the other. This is the situation as it exists today, and it is a situation over which those who are familiar with the social and economic problems

of the community are gravely concerned.

It may be well to interject here—as this is a programme for teachers—that there is one organization which by its very nature is a co-ordinating and centralizing force in every community because it unites people on the basis of a common interest, and that is the school. In the average community the school organization, or where it exists, the Home and School organization, cuts across racial, religious, political and economic lines to a greater extent than any other organization in the community because it unites all of these people on the ground of a common interest—the activities of their children as reflected through the school. In my judgment the programme of the Home and School should be as broad as the interests of the home and the school, and if a person stops to think for a minute, these are pretty widespread.

So much by way of introduction. Let us now consider the problem of procedure for community organizations.

1. Procedure in Community Organization.

In thinking in terms of procedure for community organization, it is well to keep in mind the following three points:

- (a) That from the standpoint of sociology the process of community

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organization is one of integrating groups and individuals in the community into a larger group, or of increasing the solidarity and the ability of the community to act together as a group.

- (b) From the standpoint of psychology it is a problem of relating to groups and individuals the common needs which require community action, and show how certain special interests may be realized through community action, how to subserve special interests and rivalries to joint effort for larger common objectives.
- (c) Emphasis in any approach to procedure in realizing aims and specific objectives of community organization should be on process and methods rather than on any particular mechanism or plan; that is, we must have elasticity and originality in dealing with the problems of the community and should be prepared to adapt our plans to the peculiar needs of any given community.

2. Community Analysis or Diagnosis.

The second step in planning a community programme is to undertake a community analysis or diagnosis. Obviously if we are going to undertake to carry out any programme of social education and community betterment in a community we must know that community. Just as it is important and helpful for the physician to have the case history before he starts to prescribe, so it is particularly important for the outside leader who goes to work with local community leaders to know the facts of that particular community. Experience has shown however that many community leaders today are not in possession of the facts concerning their own communities except in a very general and superficial way. It is well to remember

that a community has a personality just as an individual has, and that the basis of community personality rests in:

- (a) Its history—for what special reason was the district settled?—ranching, farming, mining, etc.
- (b) Its racial, religious and political make-up.
- (c) Its traditions and folkways.
- (d) Its crises and conflicts—disasters such as floods and epidemics; and community rows.
- (e) The relationship between groups in the community.
- (f) The personalities, ambitions and motives of the leaders of groups and factions.

3. The next step in considering our community programme is to decide on the categories under which its characteristics should be considered. Most important are as follows:

- (a) The farm-village relationships.
- (b) The degree of organization. How well organized is the community?
- (c) The organizational interaction. Is there conflict between organizations?
- (d) The assimilative character with respect to racial and religious groups, etc.
- (e) Community self-sufficiency. Is the district a good one in the economic sense? Are social services adequate?
- (f) Leadership. Is it good or bad?
- (g) Community self-identification. Is there a community spirit and pride?
- (h) Community activities.

The foregoing headings provide the skeleton structure for community analysis or diagnosis.

Procedure.

(1) Having analysed the community situation, the next step is to set up a committee or council representative of all of those organizations which are willing to co-operate in working to a planned objective. This



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objective should be based on a series of community needs which can be dealt with over a period of years. It is well to remember that the only justification for any community organization is to satisfy some unmet need. This committee or community council, and I prefer the latter term, should consist of one representative from every so-called community organization in the district. It should certainly include the minister, the teacher, and other local leaders.

(2) The second step in the procedure is to make a community map. This map should show, in the case of a distributive centre, i.e. a market town—the physical characteristics such as roads, streams, swamps, woods, schools, community halls, churches, occupied farms, and competitive shipping points. It is well to have all of these things definitely indicated because such natural barriers as streams or rivers, swamps or woods, or lack of roads, are important in determining the pattern of the community. The relationship of the community to competitive points is important.

Each market centre will include a number of dispersed communities, that is, communities at some distance from the market centre built up around a church, school, and community hall. Such a community may satisfy most of its social and recreational needs in the dispersed centres rather than in the market centre. Hence the survey may deal with either kind of community. In either case the procedure is the same.

(3) Classify the population according to racial origin, religious persuasion, etc., because the knowledge of these factors is important in determining the type of programme which is most likely to succeed. Classify the people occupationally, and by previous occupation before coming to the district. This knowledge is often

very helpful to a community council in making plans for the programme, because in this western country particularly we have many people who have come from a variety of professional occupations in other countries.

(4) Evaluate the farm-village relationships to see whether or not they are cordial and whether there is mutual appreciation of their interdependence.

(5) See that all members of the community are conscious of community objectives, and remember always that objectives must be concerned with needs.

It may be well to emphasize that the setting up of a community council does not involve the disbanding of any organization. It is simply an attempt through co-operation to have the organizations pool their resources and strengthen for agreed community objectives. It should also be remembered that it is not necessary—although it is desirable—to have 100 per cent of the community organizations participate in the initial programme.

Projects which may be undertaken by the community council are of two types:

(a) Individual, (b) Community.

Individual projects are those which can be carried out by the family unit irrespective of whether other family units co-operate or not. These might include a better homes competition, better gardens, tree planting, a family health and nutrition programme. Other examples can be thought of which, while they would gain by being carried out on a community basis, could nevertheless be carried out by individuals or school groups.

Community projects are those which will require the co-operation of the community as a whole for success. Under this might be considered such projects as community road

gravelling, extension of power lines, rural mail service, cemetery improvement, children's playgrounds, women's restrooms, community health services.

Town planning and improvements.

As a person goes through the western provinces he will frequently come upon a town that stands out like an oasis in a desert, simply because there is some evidence of planning; some evidence of care and maintenance. There is no community project that will pay better dividends, and one of the most encouraging reports I have had in this Department in a long time was a letter from a high school literary association at Myrnam a year and a half ago, asking if we could give them some assistance in laying out a plan for the improvement of the town site. We gladly gave what assistance we could, and I hope that many more schools will think in terms of extending their activity programme to such spheres as this.

Community Centre. Everyone is familiar today with the community hall as it exists in most communities. It is simply a great shell of a place, sometimes finished and sometimes not, and which in its present form performs only a limited community function, mainly dances and public meetings. The new idea of the community hall is that it should be a community centre adaptable to a variety of purposes. In some cases where new rural high schools are being built they are designed so that the school can be the centre. Provision is made in some cases so that two rooms can be opened up wide, thus providing a good-sized auditorium which can be equipped

with satisfactory stage, etc. Provision is made for kitchen and dining facilities, and provision for small meetings without the necessity of heating a large hall.

The general plan of the community centre envisages a place laid out with children's play-grounds; with provision for a skating and curling rink at one and the same place. This means that the school, the community hall and all the recreational facilities of the community are brought together in one central place. Wherever possible it is advisable that the school should have an important place in the community centre.

The foregoing are suggestions that are capable of being put into effect in any community through initiative and co-operation. These are what might be called elementary projects in community education and co-operation. As the programme develops and as the idea of community co-operation grows, more ambitious projects involving such important and necessary aspects of life as the organization of producer and consumer co-operative economic activities can be contemplated. In some cases this is done now. One has only to survey the field superficially to realize that there is a tremendous task and a tremendous opportunity before the people today in the field of community service and co-operation.

If the idea as put forth in this article appeals to the teachers and community leaders in the province, it will be possible for the Community Service Committee of the Alberta Teachers' Association, working in co-operation with the Department of Extension of the University of Alberta, to assist teachers and groups in carrying on this work through the provision of radio talks giving hints and suggestions and outlines of what other communities are doing through

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the provision of mimeographed material such as survey guides, suggestions as to methods, etc. It would seem that such a project is one that merits the support of all teachers because it offers a very practical opportunity to put the high school social studies programme into action in every community. With this realization should come a further one, that through education and co-operation in

community service lies one of the greatest opportunities for sound training in democratic citizenship.

The foregoing is a condensation of a more lengthy article on this subject, copies of which may be obtained by writing either to the Alberta Teachers' Association or the Department of Extension of the University of Alberta.

Child Education Canada's Responsibility

C.T.F. BULLETIN No. 4

ONE day this war will be over, and (without complacency), we intend and expect to win it. The question will then arise: What to do about national taxation? If the reactionaries have their way, enough of the war-time taxation will be retained to meet interest on debts and to pay debts when due; the rest of it will be abolished so that the individualists may go back to their ruggedness. If the reformers have their way, the national obligations will be met, and the bulk of surplus revenue available will be put to the service of the people in such ways that the high index of employment may be maintained, and the lot of the underprivileged may be raised to a level consistent with a proud Canadian citizenship.

Among those underprivileged may be counted many thousands of Canadian boys and girls who today receive an education comparable to none elsewhere in the British Empire, and little if at all superior to what is offered the negro communities of southern U.S.A. Let us find out more about these children.

TABLE I.
Birth Rate Per 1,000 Population in
Canadian Provinces, Average
Of 1936, 1937, 1938

Province	Births per 1,000 Population	Taking B.C.'s Index of Load as 1.00
B.C.	15.2	1.00
Ontario	17.0	1.12
Manitoba	18.3	1.20
Sask.	19.9	1.31
Alberta	20.4	1.34
P.E.I.	21.7	1.43
Nova Scotia	21.9	1.44
Quebec	24.3	1.60
New Brunswick	24.6	1.62

Let us put this a little more picturesquely. It means that a community of 6,600 people in New Brunswick can match baby for baby with an equal community in B.C., and have 62 babies left over. It means that a baby ward which requires 20 cots in B.C. would require 32 cots in New Brunswick, 24 cots in Manitoba, 29 cots in P.E.I. and so on. Express it how you like, and it means that the domestic industry of raising human

Edmonton Normal School Alumni Dance—See page 37

stock (which is the ultimate guarantee that Canadians will continue to enjoy Canada) is very unevenly distributed over the Dominion.

The Babies Reach School Age. The figures we have just given you are for very recent years, and the little Canadians which they represent have hardly begun to appear in our schools. The following table is an estimate for 1937, and the fact that it does not follow exactly the course of Table I may be easily understood. The children of our next table reflect the birth rate of the 'twenties, and the Depression had influences upon the birth rate which would be well worth expert study; those influences seem to have struck the provinces unequally.

TABLE II.
Educational Load (Theoretical)
Number of Children, Age 5-17,
Per 1,000 Adults,
Age 20-69

Province	No. of Children Per 1,000 Adults	Taking B.C.'s Index Of Load As 1.00
B.C.	357	1.00
Ontario	419	1.17
Alberta	510	1.43
Manitoba	515	1.44
P.E.I.	538	1.51
Nova Scotia....	549	1.54
Quebec	580	1.63
Sask.	596	1.67
New Brunswick ..	606	1.70

We have called this the theoretical educational load because, while the educational programmes across Canada are designed to take care of children well on into adolescence, and while the normal labor demand makes it desirable that children should be kept off the labor market, nevertheless in fact many children do not enjoy twelve years of schooling, and

many do not receive an education at all.

Let us keep this in mind: while there is a child, there is an educational responsibility resting on the community. Here is a community of 1,000 adults in Ontario, earning their living and maintaining their schools for 419 children. With an equal effort and equal school premises the Saskatchewan community of 1,000 adults would educate 419 children and have 177 more uneducated. Of course, they do not leave the 177 without schooling; they spread the effort much thinner to cover the larger number.

TABLE III.
Educational Load (Actual)
Number of Children Enrolled in
Public Schools Per 1,000
Adults in 1937

Province	Enrolment Per 1,000 Adults	Taking B.C.'s Index Of Load As 1.00
B.C.	250	1.00
Ontario	307	1.23
Manitoba	355	1.42
P.E.I.	379	1.52
Alberta	391	1.56
Quebec	*404	1.62
	†(368)	(1.47)
Nova Scotia ..	414	1.66
New Brunswick ..	429	1.72
Sask.	444	1.78

*Derived from figures given by Provincial Supt. of Education.

†Derived from figures given by Dominion Bureau of Statistics.

It will be seen, of course, that the actual educational load is in every case much smaller than the theoretical, because most children do not begin school in Canada at age 5, and many do not stay in school until age 17.

The extent to which each province provides a modern school service

which gets children into the classroom and keeps them there till they are fit for the battle of life, is roughly but fairly indicated if we express the actual educational load as a percentage of the theoretical, for each province.

TABLE IV.

**Effective Educational Coverage
(School Enrolment as % of Child
Population Aged 5-17)**

Alberta	77	B.C.	70
Nova Scotia	75	P.E.I.	70
Sask.	75	Quebec	70
Ontario	73		(63)
New Brunswick	71	Manitoba	69

That Alberta (with her agricultural population spread over 600 miles of latitude, and with her settlement nearer the pioneer stage than that of any other province) should head the table, is surprising. Probably the credit is due in large measure to the Larger Units, which are steadily improving the rural service, particularly at the high school level. In general there is less disparity in the table than the conditions would lead us to expect.

The Problem of Rural Education.

It is generally conceded that, as stated by Dr. K. F. Argue in his valuable C.T.F. Report "Financing Education in the Canadian Provinces," the cost of providing educational services of a given quality is higher when the school population is widely distributed over a large area than when it is concentrated in a few urban centres. (E.g., 35 children in Hamilton require one teacher and one classroom, while 35 children in rural Saskatchewan may require three teachers and three schoolhouses.) Hence the provinces with the highest proportion of rural dwellers have the toughest educational job.

TABLE V.

**Percentage Rural Population to
Total Population in 1931**

Quebec ..36.90%	Alberta ..61.93
Ontario ..38.92	N.B.68.41
B.C.43.14	Sask.68.44
N.S.54.83	P.E.I.76.85
Man.....54.87	

If we compare this table with Table II, we see (1) that Quebec, with a heavy load of school-age children, is favorably conditioned for educating them; (2) that Ontario and B.C., with light student loads, are also favorably conditioned for educating them; (3) that Saskatchewan and New Brunswick, with the heaviest student loads, are very unfavorably conditioned for educating them.

In this bulletin we have tried to show (without even touching the question of where Canada's dollars are located) to show how unequally the burden of raising and educating Canadian children falls upon the people of our nine provinces. If you take the view that raising children is a reprehensible practice to be severely frowned on, these tables will merely provide you with painful reading. But if you are alert to the fact that each unit stands for a young child with life in a difficult world before him, you will see that we have advanced one strong argument for generous contributions by Canada towards the training of all Canadian children.

Next month we shall try to see how the dollars are distributed across Canada. Those who are interested should in the meantime write to Dr. K. F. Argue, College of Education, University of Alberta, Edmonton, for the report to which we have referred, and from which most of the above tables have been taken.

—B. BATTLE AXE.

In What Ways May Guidance Records Be Used?

Article No. 4 in Guidance Series
By G. C. FRENCH, M.A., Edson

AN adequate record-system is indispensable in any guidance program. It is the chief means by which a teacher learns to know intimately the thirty or forty pupils whose growth and development are under his guidance. The records of these students must be available to and must be studied by the teacher who wishes to know these students well. By the careful scientific study of each aspect of the student's development, as indicated in the records, the teacher is able to isolate factors for observation. He is able to analyze these factors more accurately when he has made a careful definition of the aspect to be studied. It is only by such study that a teacher can become so intimately acquainted with his pupils that he can guide them in an effective manner.

One of the first uses of the records in the term should be that of helping the pupil to select or to check his educational program. The card, which shows the educational record of the pupil in various grades, should indicate the student's strengths and weaknesses, and should form the basis of study of the various individual adjustments which the student should make in his educational program. The record should indicate, for example, the bright student who should receive an enriching program, a program which will demand the best of the special abilities and aptitudes which he possesses. The record should indicate any weaknesses which demand this bright student's attention. The record of the weak student should reveal the types of weaknesses which require special attention and should

enable the teacher to guide him in a program to meet his special needs. It should indicate the possible causes of failure, and in this way indicate the different instructional materials and methods which this pupil needs to strengthen his weaknesses and to achieve a measure of success in his school work. In conferences between teachers and individual pupils the record card should be used in analyses of pupils' problems, needs and abilities so that the objective of the continued growth and development of each pupil may be attained.

The record system should reveal special problems which require consideration. It should indicate the pupil with a health problem, the pupil with some physical defect which will require a modified program or special type of program suited to his need. These problems should receive attention early in the term, particularly in the larger schools where a student may be unable to carry a heavy program, or a program which requires him to visit a number of classrooms on different floors each day. The records should also reveal the student with special abilities which will enable him to take special work, such as in music or in art, in which he may be interested and in which he may be able to excel.

Students with special behavior problems arising from emotional or social maladjustments should be studied early in the term, so that the teacher will be able to adapt classroom situations, subject content and method, not only for the purpose of avoiding undesirable results from

these causes, but for the purpose of attempting to guide these students to better adjustment. In larger schools it may be possible to give these students special consideration by assigning them to particular instructors, to certain home rooms and study rooms where the teacher understands their problems, and in which they will feel happier and will be guided to better adjustment.

The records should also indicate the special interests and abilities of students which should enable the teacher to guide them in their choice of student activities. The records should reveal the part which the student has taken in these activities in previous years, and in this way should reveal to the teacher the activities in which the student is interested, and further should show whether he will take an active part as a leader or as a follower. The information obtained in this study should be supplemented by observation of the student in the controlled conditions of the classroom and in the uncontrolled conditions on the playground where students show more readily their strength of leadership. By learning to know the students in this way the teacher should be able to guide them more effectively in the adjustments which they need to make.

As the term progresses, the records should reveal the quality of work which should be expected of each pupil and should enable the teacher to check accomplishment against ability. A study of the record should reveal evidence such as reading handicaps, poor study habits, detrimental home conditions, which explain why certain students are not working to capacity. The teacher with this more complete information should be able to guide the student to better attainment and greater success in his school work.

In the personal interviews which the teacher will have with each pupil in intermediate and high school, it

should be possible to guide the pupil in his vocational planning. By a careful study of each student's records, the teacher may become well acquainted with his special interests and aptitudes. With this information at hand, the student can be helped to map out a tentative program for himself in a field of service for which he is suited and can be guided to see how his skills, aptitudes and knowledge will help him to acquire the personal competence necessary to achieve success in a job.

Adequate records thus have many uses. They may be used, as already indicated, to counsel students about their school programs, special problems and vocational plans. They may be used also to study the common interests, abilities and needs of a class group, and to adapt classroom or home room activities to these. Again they may be used in conferences with parents leading to a better understanding of the growth and development which children are making. Adequate records are of inestimable value in guiding the child to become adjusted effectively to his present situation and to plan carefully for his future.



And I do come home at Christmas. We all do, or we all should. We all come home, or ought to come home, for a short holiday — the longer the better — from the great boarding-school, where we are forever working at our arithmetical slates, to take, and give a rest.—C. Dickens.

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Official Bulletin, Department of Education

No. 57

NATIONAL REGISTRATION FOR BOYS AND GIRLS

The Department of National War Services desires that the attention of all pupils be directed to the National Registration Regulations, which require that all boys and girls reaching the age of sixteen years must register.

Facilities for registration are to be found at all Post Offices in Canada.

Teachers are asked to make clear to their pupils that if a pupil has registered but has lost his or her certificate, the pupil should ask for a duplicate of the first certificate, but should not register a second time in order to get another certificate.

The Regulations provide that no person who is unregistered may seek employment; and that no employer may employ any person who is unregistered.

CURRENT EVENTS ARE MADE TO LIVE ON THE SCHOOL SCREEN

Moving Picture films are available on Pre-War History, The War in Europe, Canada at War, Britain at War and America's Part in the War.

Social Studies Filmstrips are correlated with the Division II course, Intermediate Studies "Our Country and Its People", "Our Empire and Our Neighbors" and "The World of Today", and with the High School courses.

Lantern slides in the new Keystone Social Studies Series include most of the countries of Europe.

For further particulars, address
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Grade XII Examinations » »

By Dr. C. B. WILLIS, Victoria High School, Edmonton

ACCORDING to the best evidence, unofficial of course but nevertheless apparently reliable, 40 per cent of the students who wrote the Grade XII examinations in June, 1941 received a standing lower than B or 50 per cent; of these about 20 per cent obtained a standing of C which is a limited pass for some purposes and 20 per cent were graded D, a complete failure. During the last few years, prior to 1941, about 25 per cent of the students writing the Grade XII examinations have obtained a standing of C or lower.

This constitutes a very drastic change in the standard required and is a distinct reversal of all of the ideas behind the new course of study as enunciated by the representatives of the Progressive Education movement who have visited Alberta.

A change from 25 per cent failure to 40 per cent failure is too much particularly in one year. Further, no such change should be made without warning the teachers at least a year beforehand. Any standard set must of necessity be arbitrary and a definite percentage of failure is probably the best. However, this may not be the same for every subject particularly when a uniform minimum proficiency is desired. If 40 per cent are to be given C and D standing then 22 per cent should be given C and 18 per cent D, if C means 40 to 49 per cent.

To illustrate this point, the writer obtained all marks made by Grade IX students on the Departmental examinations in an Edmonton school some years ago. The average mark in Algebra was 55 and in French 58. It appeared that the results obtained in French were higher than those obtained in Algebra. In order to make sure of the situation, the marks in

Algebra and French were averaged for students who wrote on both subjects. It was then found that the average was 60 in Algebra and 58 in French. Many of the weaker students took Algebra but not French so the actual relation of the difficulty of the two courses was just reversed from what a superficial inquiry indicated. It is quite obvious then that failing 40 per cent of all students in each subject may not give a uniform standard and that the average marks of students who take the same subjects should be used to determine the standard and make it equal from subject to subject. Thus since more students take English than Mathematics or French and also, on the average, students of a lower mental calibre take English, the standard of 40 per cent failure is a lower standard in English than in Mathematics or French.

Probably the Department should compare the marks of students as noted above to maintain equality of difficulty in all subjects and also, as a further check to compare the calibre of the students from year to year, put questions (or at least one question) on each examination paper that would serve to determine whether the average capacity of the Grade XII group is the same from year to year. The calibre is probably dropping due to the fact that a larger and larger proportion of the students are entering Grade XII. This is no doubt offset to some extent by better teaching throughout, with a further offset to this, due to the recent lower rate of failure in the lower grades.

Some of the American High Schools and Universities have adopted a method of grading which might well be used in Grade XII and probably other grades as well. They place seven per

cent in the top group or H class; 24 per cent in A; 38 per cent in B; 24 per cent in C and 7 per cent in D. If this were adopted and C standing in all subjects allowed for a High School diploma, together with some possible adjustment for the difference in calibre of Grade XII students writing on different subjects, a reasonable and accurate standard would be reached.

It would seem highly desirable that the Department obtain the advice of a trained educational statistician on Grade XII marking, instead of depending on people who have very limited knowledge along such lines.

A similar distribution might well be used in Grade X and XI by teachers grading the various units. Possibly the standard might be lowered to put 21 per cent in C standing or lower for subjects other than the compulsory and elective academic subjects and nearly all might be given a pass in a few subjects such as Physical Education, needlework, art and music.

It is of course useless to speculate on the relation of the percentage promoted in Grade X and XI to the efficiency of the teaching as there is zero correlation, or no relation; nor is it worth while to discuss whether mathematics in a general way is more or less difficult than English. The question is meaningless and is impossible of solution, though there is a real question as to whether mathematics as laid down in the course of study, taught, and examined, is more difficult than English.

The following table shows the percentage of students who would get various marks on the basis of 31 per

cent below 50 and 21 per cent below 50 as suggested above according to the normal frequency distribution.

	31% Fail	21% Fail
100		
95	0	1
90	1	2
85	2	4
80	4	6
75	6	8
70	8	10
65	10	12
60	12	14
55	14	12
50	12	10
45	10	8
40	8	6
35	6	4
30	4	2
25	2	1
20	1	
15		
10		
5		
0		
Total	100	100

If any teacher thinks 21 per cent below 50 marks is too severe, he can step the whole scale up one step again and have only 13 per cent failure. This table would seem to give a distribution that might be used by all teachers in grading Grade X and XI students, using it as a guide only, and varying it to suit variations in classes.

It would further seem to be desirable for the Department to give some lead as to what percentage of the students should be failed in the different units in Grade X and XI, leaving it to the teacher's discretion to vary this where variations in the class seemed to warrant such adaptation.

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Yes, We Want Democracy!

By A. J. H. POWELL, M.A., Edmonton

(Continued)

SO far we have tried to show that the past is not so sterile of achievement, nor the future so devoid of hope, as Mr. Gable would have us believe. Before examining his amazing proposal to put teeth into Democracy, we must protest that Democracy is not at present without teeth. It simply is not true that the people of Canada "have no machinery through which they can make their voice heard and obeyed by their governments." If the Old Plutocracy party comes forward with a proposal for Fifty Dollars every Friday, the common people can come out to all the meetings and deride or applaud the proposal in terms which the government in power will not fail to hear. The member for any provincial or federal constituency has a postal address, and in fact does receive large quantities of mail. Again, it is not always five years till election time. If the Neolithic party trounces the Paleolithic party soundly at the polls, and leaves the Co-operative party practically unrepresented, it has a right to assume that the people for the next two years at least have confidence in N. policies, have no use for P. policies, and are as yet not even interested in C. policies. And after two or three years the party begins again to be election-conscious. If you don't like that, then you simply don't like the people's judgment. But the wisdom of the people's judgment is the sole basis of the democratic faith!

It is worth noting that when brilliant radical philosophers like Stafford Cripps and John Strachey discuss the crisis in Democracy, they do not abuse the party system. They realize that, when the majority of people have a certain vision, certain results will fol-

low. Until then, they must be patient and hard-working.

Now for the core of Mr. Gable's proposal to put teeth into Democracy.

"What is the answer? **Complete, permanent, non-partisan citizen organization.** Every citizen enrolled in a local group, groups into blocks or constituencies! What for?" (we abbreviate here):

(1) To elect the best non-party man as representative.

(2) To vote for general vital wants.

(3) To exert pressure on their representatives and on parliament.

(4) To hold meetings an hour a day or a half-day each week.

(5) To co-operate with the government in its fulfilment of their vital wants.

Just how much compulsion is implicit in this plan? Take only the first three words of it. Complete—everyone must be in it. Permanent—perpetuated by law and the sanctions of law. Non-partisan, that is to say, one-party. Either my interpretation is correct or Mr. Gable is just advocating another political party (another of those things which "have demonstrated their futility, their ineptitude"). Logically, then, we must assume that Mr. Gable is all out for compulsion.

Organization demands an executive—how is the first executive to be named? Is it to have the attribute of permanence, or will a partisan element in this non-partisan organization have power to "fire" the executive? By what means will the executive seek to head off such a partisan element and prevent it from appearing in parliament? When parliament assembles with a universal mandate to

abolish unemployment, who is to reconcile the divergent views of the good non-party men who propose to abolish unemployment by means of (a) heavy taxes and public works (b) light taxes and revival of private industry (c) social credit (d) a twenty-hour week (e) state ownership of all the means of production? Does one, or does one not, at this point reach a fundamental cleavage of philosophy upon which the party will break, even though every man in it wants to abolish unemployment? And if the blocs finally coalesce into a minority group of like mind with the executive, and a majority group opposed to the executive, what will happen? Will the Big Boss contact the constituency bosses back home and persuade them to discharge a handful of opposition members? What is to stop him? And where does such a farrago of nonsense end?

It is just possible that we are doing Mr. Gable an injustice, that he is not advocating compulsion or just one more political party. It may be that, like a sincere Oxford Grouper, he has seen a great light and cannot but believe that any reasonable man with his five senses will see it too, once it is pointed out to him. Perhaps that is the nature of Mr. Gable's proposition—an appeal to all men of goodwill to unite and convert the rest of Canada's

population to a "complete, permanent, non-partisan" loyalty to the good of the people. If that is really its nature, one might perhaps let the matter run to its appointed end, were it not that our present duty is to understand and defend Democracy, and that Mr. Gable is obfuscating and undermining it with pre-Fascist denunciation of our institutions.

Nobody but the immature sociologist could expect, by an appeal to the good sense and goodwill of the people at large, to get all the people into one non-partisan organization of citizens. Vested interests are not liquidated thus easily, nor ancient party loyalties, nor deep divergencies of opinion, nor the lust for hole-and-corner dickering for power, nor the old Adam in all mankind. (Two citizens of our town were before the magistrate today for brawling about the positions of their several baby-carriages on a rooming-house verandah.) And it is mere nonsense to call upon all citizens to convene one hour per day for consideration of public affairs. On a voluntary basis, such daily conventions would be a nine-days-wonder, like the 1938 physical fitness mania. Human beings, alas, are like that! (It is misleading, however, to declare as Mr. Gable does that the average citizen gets no political enlightenment between one election day and the next. There are newspapers and radios, books, magazines, journals



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of opinion, and intelligent fellow-farers on the streetcar. Why assume that nothing can be learned except at a pow-wow?)

In political organization, we have to bear in mind that indoctrination assimilates people, while thinking differentiates them. If we want to march on to Zion all behind one non-partisan banner, we shall have to do a first class job of indoctrination. If such a job nauseates us (I trust it does) and we prefer to put our faith in a thinking electorate, then we had better be thankful for a party system which allows people to differ with decorum, and to transfer their support from right to left (or from left to right) as their thinking leads them. Personally I am still over to the left, and still tempted to wonder why it takes the Canadian electorate so long to see things my way. But it is useless, as I long ago realized, to expect rapid intellectual surges to carry millions of people all one way at the same time. (Emotional surges, perhaps—but we can leave those to Hitler.) Since thinking is conditioned by experience, and every human experience is unique, we must expect a political system founded upon thinking persons to move slowly upwards, and so bide our time. We may do so with a better grace in a year or two when we see what happens to a system founded upon goose-stepping robots.

There is just one aspect of political diversity which we would gladly join Mr. Gable in abolishing—the distinction between voter and non-voter. The moral duty to use the ballot is so clear, and the hardship involved in voting so infinitesimal, that a compulsory-voting law would be sound law. And it would do more to re-vigorate Democracy than any other reform possible in our time.

Culture is not our behaviour at pink teas, but rather it is what we have made of the place we grew in.
—HOWARD LANE

The Dignity of Labor

By M. IRENE RANCHE

THE \$840 minimum being striven for by the A.T.A. for ungraded school teachers will probably meet with the disapproval of a few taxpayers.

It has been my experience that, although salaries are lower now than some years ago, the rate of country board remains the same.

Some years ago I received "\$1,000 per" and excellent board for \$25 a month. At the next school the salary was "\$840 per" and good board for \$25 a month. During the present June term I taught a country school in a large unit for "\$750 per" and fair board for \$25 a month.

In the last mentioned district I paid an additional \$2.00 for conveyance by wagon to the railway station 11 miles distant, on my departure. My railway fare to and from the district amounted to \$15.00. The hotel and food expense of \$10.00 was unnecessary, for the landlord might have arranged to meet my train at a nearby station.

One apparently can expect no free conveyance in the large units. In another divisional district I paid \$5.50 for taxi fare when the mail driver might have obliged me, as he did others, for 50 cents.

No self-respecting citizen objects to paying his way. A teacher being paid \$750 per annum can pay railroad fare, repay her July and August holiday loan, and win a delightful smile from her landlady for \$25 per month. A chilly room usually accompanies the smile.

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Lt.-Col. Lindsay

"Bob" Lindsay is well known to many members of the Association. He entered the profession in B.C. returning in 1920 to his birthplace, Medicine Hat, to become a member of the staff of the C o n n a u g h t school. During his period of service

in Medicine Hat he was principal first of the Montreal Street school and then of the Connaught school. It seems rather a coincidence that Lady Patricia Ramsey, Hon.-Col. of "Bob's" present regiment, should have been present when her father, the Duke of Connaught, laid the corner stone of that school in 1912.

An ardent supporter of the A.T.A., Lieut.-Col. Lindsay was twice elected president of the Medicine Hat Local, an office he occupied when he received the call to active service.

While still carrying on his teaching duties, Robert Lindsay became a member of the South Alberta Regiment N.P.A.M. Commissioned a Second Lieutenant in 1927 he was ultimately promoted to the rank of Major, a rank from which he reverted to become, in November, 1939, a Captain in the P.P.C.L.I. Before embarking for service overseas his Majority was restored to him. He won rapid promotion in Britain where he served for a short time as second in command of his regiment. In August, 1941, he was promoted to his present rank.

His fellow teachers feel justly proud that one of their number should have merited such rapid promotion and extend to him best wishes for further recognition for himself and the men of his regiment.

(Composed by Joan Trout, age 12, in Grade VI, Norwood School, Edmonton. Joan is the daughter of the late Mr. H. B. Trout, former Edmonton Normal School instructor.)

We have kept faith, ye Flanders' men,
E'en while outnumbered four to ten

We stood our ground.

The lighted torch that you did throw,
While we remain, will ever glow;
We hold it high above our head,
We carry on though you are dead.

Sleep well!

Sleep well beneath those poppies red;
Unconquered we, though you be dead.

Fear not.

The field is now a bloody sight
But by-and-by will come a light
Of victory.

The burning torch we carry high,
So 'neath those poppies peaceful lie.

We'll carry on!

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The Make-up of a Teacher

By D. S. ARBUCKLE, Edmonton

WHAT is the essential constituent of the teacher—what is the characteristic most necessary—how can the teacher contribute the most in maintaining the democratic way of life? Seemingly obvious points, and yet, are they so easy to distinguish?

A teacher applies for a position, and what is he asked? How many years has he taught, how many degrees has he received, how many special qualifications has he, how is he graded on his last few reports? The answer to all these questions may be quite positive, and yet, that essential factor so necessary in these times when democracy is having a bloody trial may be missing.

The inspector of old was interested almost wholly in academic and superficial results. If the blackboards were always clean, if the children sat in neat rows, like so many ninepins, if they all arose when the teacher said "one", turned when she said "two", and marched out when she said "three", if they knew at once how to do an arithmetic problem, if they wrote with a beautiful hand—this was what the old inspector looked for, and if it was there, the result would be gratifying to the teacher. But with all that, that teacher might have been contributing absolutely nothing towards the maintenance of our democratic ideals. Nay, she might even have been a menace to our democracy—in fact, most certainly many were—quite innocently, of course.

It may seem like sacrilege to some, but to me the ability to make a child efficient in academic subjects is only a very small part of the teacher's job. Too many of us believe that when we have taught what the Course of Studies requires in mathematics we have done our job, and can sit back

and rest on our laurels. Of what use is academic excellence if we breed a generation of robots who can only blindly follow, but who can neither think nor reason on their own? If that is what we do, we belong in Germany, not Canada. "Theirs not to reason why . . ." sounds fine in poetry, but if we are to remain a democratic nation, it most certainly does not apply to us. What good our excellent mathematics lesson, if after 4:00 p.m. the children say, "To hell with old So-and-so." Crude, but it is often said—far too often said, unfortunately, in regard to teachers.

Why must so many teachers give the impression of living in an isolated world all of their own? If they are ever to influence the child for the good, they must have that elusive quality that is rather difficult to name—the common touch, I suppose, is as good a name as any—the ability to get close, to sympathize with, to be the good companion of, to fool around with, if you want, the child. Have you ever noticed the teacher who is talking normally with some companions and then, when suddenly he happens to meet some of his school children, his very voice changes, he immediately gets that put-on, superior attitude, the boss-and-servant feeling radiates from him? And the children politely say, "Good afternoon, Mr. Doe," then, a few yards further on, use much more lurid and descriptive adjectives. Have you ever seen the teacher who, if he happens to be wearing some old clothes and is covered with dirt, is quite embarrassed if he meets some of his school children? Why? What does he think he is supposed to be—a stuffed dummy who even takes a bath with his tie on? Have you ever seen the teacher who

is being himself, having a grand time at some sport, and then the moment some of his children appear his attitude at once changes?

Exaggerated, you say? Well, many of them still exist, and they are the prime reason why so many children think the teacher is something just a little apart from ordinary people—not quite human, not quite natural. Notice the men and women who really can hold the child; what is it that they possess? Nothing very much probably, but they are friendly, they are human, they are just, they are natural, they treat the child as an equal—and many of them have seen some of life, and that may be how they get those qualities.

If we as teachers cannot get the friendship and respect of the children, if we cannot get them to come to us with their troubles, their everyday trials and adventures, if they shut up like clams and become super-respectable every time we approach, then we are not real teachers, and whether our certificate is Class 2, or whether we can tack a Ph. D. after our name matters little, if at all.

ELECTED



H. D. AINLAY,
teacher at Strathcona High School in Edmonton and a Past President of the Alberta Teachers' Association, who headed the poll in the recent Edmonton city aldermanic campaign.

THE EGYPTIAN MUMMY BOMBED IN LONDON

Behold the plight these modern men have wrought
To my mute clay at rest in this far isle.
Alas! my form from Afric kleptics bought
Will ne'er again behold the turbid Nile.

When ancient men those centuries long ago,
Did hew the obelisks, and to their god
Reared Karnak's columns stately row on row,
This form those verdant valleys often trod.

To Aton's light my soul was once consigned,
Freed wholly from the burden of its clay.
E'en so, my earthly brethren well designed
To save its mortal mansion to this day.

And now the age-long rest which death had brought,
By shock of bomb and shell is broken quite.
Pathetically the dust with grief is fraught;
No more does it behold the garnished light.

No more! The blast which drave the quickening breath
To fair Elysian realms with piteous groan,
Has broken me, while all around is death;
My dust with dust unites with ne'er a moan.
Edmonton, November 15, 1941.

—J. G. N.

The A.T.A. Magazine

ENTERPRISES IN STUDENT ACTIVITIES



A page devoted to accounts of organized procedures for teaching democratic citizenship through student organizations and activities. The examples are from Alberta schools.

Edited by L. W. Kunelius, M.A.,
Taber

CREDIT UNIONS AT SCHOOL

The editor is indebted to Mr. C. D. Denney, Supervisor of Co-operative Activities—a branch under the Alberta Department of Trade and Industry—for his efforts in obtaining the following information on the teaching of the credit union idea in several Alberta schools.

AT St. Paul, where there is a strongly established parish credit union and where there are several rooms in the school, Charles Gauvreau, one of the pupils writes:

"When we want to save money we go to the teacher, give him the money and receive a card with our name written on it, and ask for some stamps for the amount of money deposited. This is for the first time; then we present the same card each and every time we have money to save and receive stamps of the value of 1c, 5c and 25c until the card is filled up. Then we give this card to the Treasurer of the Credit Union and receive a Pass-Book. To withdraw money we have to ask the written permission of our father or mother, and hand it to the Treasurer."

The stamps referred to are obtained from Quebec, are in different colors, and all bear the likeness of Alfonse Desjardins who brought the Credit Union idea to Canada in 1900.



Thérèse Perras, Grade VIII, of Morinville describes a similar plan but says:

"The 'Caisse Scholaire' (School Bank) in our school was taken up in April. An election was held in each of the four classes. An official and a treasurer were elected for each class. The official's duties are to sell the stamps and to record the sales. The treasurer records the sales of stamps for all the classes. The money is given to the treasurer and he in turn gives it to the teacher who is a member of the Credit Union. The teacher deposits this money in his name. At different intervals enthusiasts may deliver 'Pep Talks' on the importance of learning to save."



The most interesting and possibly the most valuable of the School Banks is that operated in the two-roomed school at St. Lina. This is a hamlet about 10 miles north of the railway which leads to Cold Lake.

The adult credit union in this pioneer community, which was organized about two and a half years ago, now has 114 members with assets of \$1,460, and can boast a total loan business in excess of \$7,835.

Of their "Caisse Scholaire", Alberta Tourangeau, Manager, says:

"When in 1938 the Caisse Populaire Ste. Helene Savings and Credit Union was established, ways and means were studied to have the children operate a similar enterprise. Father Roland Bérubé, the parish priest, had examined the different endeavors in this field in Quebec and also at St. Malo, the co-operative experimental station of Manitoba. With his aid and advice the two school teachers, Miss J. Verbeek and Miss T. Primeau, organized discussion clubs for the purpose of developing a constitu-

tion for a school bank. Out of the discussions, the following plan evolved: For **Administration** there should be a Board of five members, three from the senior room, two from the junior, who name among themselves a president and a vice-president. They hire a treasurer (who is manager), a secretary, and one banker from each room. They have general direction of the affairs of the 'Caisse Scholaire'.

There should be a **Supervisory Committee** of three. They audit the books of the Manager, and receive complaints of members. The **Management Staff** should consist of (a) The treasurer-manager who keeps the books and moneys. (b) the bankers who receive deposits from the members (deposit slips having been duly filled) and who make entries in individual members' pass books, after which they hand moneys and deposit slips to the manager who verifies each report.

Other Particulars: (a) Banking days are held twice a week just before the 10:15 recess; during recess the manager and president meet the treasurer of the community Credit Union to deposit their receipts, having first made out a suitable deposit slip.

(b) Each member pays a fee of two cents to become a member, which sum goes to pay expenses.

The Board usually makes request for donations of books, paper, etc. from the people interested . . . even from banks.

(c) Each member accepted by the Board of Directors receives a pass book and is entitled to vote.

(d) The bookkeeping is as much as possible similar to that of the Credit Unions of Alberta (i.e. there is a Synoptic Journal, a General Ledger, and a Personal Ledger).

(e) A general meeting is held once a month when reports are read, questions asked and proposals made.

The 'managership' also indicates four advantages:

1. Education in personal management.
2. Real positions with delicate responsibilities. Naturally, the teacher is the grand supervisor.
3. Practice in being active in general meetings, learning rules of direction of such public affairs.
4. Practical learning of bookkeeping and banking technique."



Mr. Denney remarks that the operation of a School Bank, particularly of the type conducted at St. Lina, is strongly recommended to Alberta teachers. It would appear to be an admirable economic project for the intermediate school grades, easily shared by the pupils of other grades, and it would develop both traits and arts much to be desired in Alberta.

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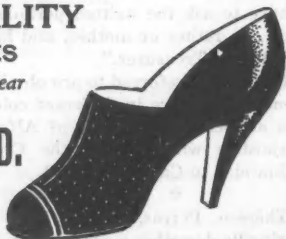
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Guest Columnist No. 1 Leaves Town.
Guest Columnist No. 2 has writers' cramp.

'Guess, Call'em 'n Miss' pressed in-to service.

At a Midnight Hour.

One of the saddest farewell scenes in Alumni history was witnessed Friday, November 14 as our versatile Columnist No. 1 left the city for the duration. Why? Where?

Why?—No response for bric-à-brac. Where?—Well, to tell you the truth of the matter, the R.C.A.F. at Lethbridge had greater need of his ability than we, the executive.

*Ah! woe to we
We lose
Les Barson
Yes---'Twas He.
'Thuff said for a and 3
Anyway---who are We?*

At a loss for 1942 Math. Seatwork? Try these choice samples from 1872.

"1. A cow cost 24 dollars, which is three-fourths of four-fifths of the cost of the cow and a calf; what was the cost of the calf?

2. Mr. K's hat cost \$6, which was \$3 less than three-eighths of the cost of his coat; required the cost of the coat.

(1941 version would be Mrs. K's hat and coat).

3. A fox is 40 leaps before a hound and takes 3 leaps while the hound takes 2, but 2 of the hound's leaps equal 4 of the fox's; in how many leaps will the hound catch the fox?"

More of these may be had upon application.

Dear friend:

Knowing the Normal School is being used for training our airmen, you

no doubt have wondered where Class '41-'42 is receiving instruction. War or no war, our education must go on and we find Normal students and Garneau pupils housed in one—the Garneau School. Yes, it's the one a block from the south end of the High Level Bridge.

I wish you could see the General Office housed on the school platform with naught but curtains to close the day's "play"; the library with its thousands of books housed in one classroom; the dances, held in three rooms, different music in each (good time of course); the Gym class in action in the breezy fresh air.

Mention of the latter brings forth memories of social activities you and I would love to re-live.

Dr. Lord has granted us his usual permission to hold the Normal Alumni Dance, this year in the new gymnasium. And it will be only one block from the car line, so



Come wind, come weather"

We shall be together,
sometime during the Xmas week, to renew old acquaintance.

Faternally yours,

Guest Columnist No. 3.

RAGS TO RICHES (2nd Edition)

Oh, ladies dear
To save a tear

Bring along a stocking that is sheer
For Convention Time is not the only
time of year.

A lad in division II as he hands his teacher a very fine needle: "I found this in my pants."

Scientists' Cracks

Chlorine—a dancer in a night club.

Carbon—Storage place for street cars.

Barium—What you do to corpses.

Centimeter—A hundred-legged worm-like animal.

Precipitate—To take part in something.

Plaster of Paris—Building Material used in France.

Vacuum—A large empty place where the Pope lives.

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Industrial Arts

Designing Small Transformers

By JOHN LIEBE and BOB RAE

WE introduced the general formula of electro-magnetic induction on the Industrial Arts Page of last month, and we shall now use it to calculate the specifications of our 16 watt step-down burning pen transformer. Since one of the two unknown factors in transformer construction can be assumed in various ways, the fundamental formula can be applied by a corresponding variety of methods. We are here dealing with two different applications which are both employed in the field of radio transformer design. The first method described in Mallory Yaxley's Radio Service Encyclopedia calls for the construction of a rather small core with relatively many turns of copper wire; the second method taken from the Citizen's Radio Call Book prescribes more iron and less copper.

First Method (Mallory Yaxley). Given is the secondary voltage 1.6, the secondary amperage 10, and therefore the secondary wattage 16.*

Assuming 90 per cent efficiency the primary wattage is .9 x 16 or 17.77 watts. With 10% power factor the primary current is equal to the primary wattage divided by the primary voltage times .9, i.e. $17.77/110 \times .9 = .185$ amps. To get the wire sizes multiply the amperage by 1000: primary amperage or .185 x 1000 gives 185 circular mills or No. 27 wire; secondary amperage or 10×1000 gives 10,000 circular mills or about No. 10 wire. To find the cross-sectional area of the core (of either the shell type or the core type!) divide the square root of the primary wattage by 5.58 and multiply the result with .9: ($\sqrt{17.77}$ divided by $5.58 \times .9 = .67$ sq. ins. or approximately $\frac{3}{4}$ sq. ins. Next find the turns per volt by this form of the general equation:

$$\frac{N}{E} = \frac{100,000,000}{B \times A \times F \times 4.44}$$

Substituting all constant values and the value for A which we just found, we now write as follows:

$$\frac{N}{E} = \frac{100,000,000}{65,000 \times .67 \times 60 \times 4.44} = 8.53 \text{ turns per volt. Next multiply}$$

*See end of article

$\frac{N}{E}$ with the voltages of the two windings: primary voltage $\times N/E$ or $110 \times 8.53 = 938$ primary turns; secondary voltage $\times N/E$ or $1.6 \times 8.53 = 14$ secondary turns. Summary: the primary has 938 turns of No. 27 wire, the secondary has 14 turns of No. 10 wire, core area $\frac{1}{2}$ sq. ins.

2nd Method. (Citizen's Radio Call Book). Given is the secondary voltage 1.6, the secondary amperage 10, and therefore the secondary wattage 16. Adding 10 % for losses the primary wattage is 17.6. To find the volts per turn or E/N divide the square root of the primary wattage by 25 (provided the core is of the shell type!); i.e. $\sqrt{17.6/25} = 4.2/25 = .168$. The turns of both windings are found by dividing E/N into the voltage. Primary turns $110/.168$ or 655; secondary turns $= 1.6/.168$ or 10. Next find the primary current, namely primary wattage/primary voltage, or $17.6/110 = .16$ amps. The wire sizes are found by multiplying the amperages of the windings by 500 to 1000. Primary amperage or $.16 \times (500 \text{ to } 1000) = 80$ to 160 circular mills or No. 28 to No. 31 wire; secondary amperage or $10 \times (500 \text{ to } 1000) = 5000$ to 10,000 circular mills or No. 10 to No. 13 wire. Next find the cross-sectional area of the core by this form of the general equation: $A = \frac{E \times 100,000,000 \times 100}{N \times B \times F \times 4.44 \times 85}$

Substituting the constants and the value of E/N which we just found, we now write as follows: $A =$

$$\frac{\sqrt{17.6} \times 100,000,000 \times 100}{25 \times 50,000 \times 60 \times 4.44 \times 85} = \frac{28}{18.87} = 1.48 \text{ sq. ins. or about } 1\frac{1}{2} \text{ sq. ins.}$$

Summary: the primary has 655 turns of No. 28-31 wire, the secondary has 10 turns of No. 10-13 wire, core area $1\frac{1}{2}$ sq. ins.

Comparison and check of three methods of calculation. It now remains to compare the two methods

with one another and with the calculation tables of Crowley which we used as a short-cut in the October issue of this magazine. Let us first tabulate the essential figures:

	Crowley	Mallory	Call Book
Primary turns:	600	938	655
Secondary turns:	9	14	10
core area in sq. ins.	$1\frac{1}{4}$	$\frac{3}{4}$	$1\frac{1}{2}$

An experienced builder and designer of small transformers can say off hand whether a given set of specifications is approximately correct. How does he do it? From the battery of quick mental checks which he is ready to spring on our calculations we shall examine only two: the check on the ratio of transformation and the check on the ratio of copper and iron. Both are simple and go down to fundamentals. Whatever the method of calculation may be, the ratio between the induced and the supplied voltage should correspond to the number of turns in the secondary and primary windings. The true ratio of transformation of our transformer is 1.6 to 110 volts, or 1 to 69. As the above tabulation shows the corresponding ratio of turns is 9 to 600, or 1 to 67 according to Crowley; 14 to 938, or 1 to 67 according to Mallory; and 10 to 655, or 1 to 66 according to the Call Book. In other words the deviations from the true ratio are very small and can be explained by the procedure of rounding off decimals while calculating the small number of secondary turns. It would be quite proper to make the ratio true by increasing the number of primary turns.

The ratio of copper (N) and iron (A) is just as important. It can be shown arithmetically that this ratio is, within certain limits, a constant factor in transformer design. We simply substitute in the general equation all constants with their minimum and maximum values and solve for A.

$$A = \frac{110 \text{ (to 120)} \times 100,000,000}{N \times 50,000 \text{ (to 65,000)} \times 60 \times 4.44 \times 85 \text{ (to 90)}} \times 100 = \frac{706 \text{ to } 1050}{N}$$

If we apply this ratio to Crowley's specifications,

$$A = \frac{5}{4} \text{ or } \frac{750}{600};$$

if we check Mallory's figures,

$$A = \frac{3}{4} \text{ or } \frac{703.5}{938};$$

and if we try the check on the Call Book data,

$$A = \frac{3}{2} \text{ or } \frac{982.5}{655}.$$

It thus becomes evident that Crowley's and the Call Book's figures are well within the permissible range

(namely 706 to 1050), while Mallory's calculation is just about at the lower level of that range. The numerous graphs which have been worked out to show the ratio of iron and copper at a glance, should be based on a ratio which falls within the permissible range, other conditions being normal. After a mental excursion into the field of electro-magnetic theory and calculation we return to the ready-made construction tables, and shall be able to use them intelligently and critically.

*How these given values are found was explained on the Industrial Arts page in the October issue of this magazine.

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Gift Suggestions*

GET THE HABIT . . .
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Newspaper Ads for Money-
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EDMONTON ALBERTA

Edmonton Normal Alumni Dance—See page 37

HOME ECONOMICS

Edited by

ADA A. LENT, B.Sc., H.Ec., A.M. (Columbia)

MAKING THE MOST OF WHAT WE HAVE

CHRISTMAS time will soon be here. This year we are "making the most of what we have", and here are some suggestions which may help in solving problems in Home Economics classes when it comes to planning Christmas gifts.

A Luncheon Set: This gift is very easy to make and requires only unbleached cotton, a package of dye, and some salt to use with the dye. Nevertheless the resulting luncheon sets are really lovely.

Each set consists of six place mats, twelve by fifteen inches, and six napkins, twelve inches square. This takes one and one-half yards of thirty-six inch material, and costs about fifteen cents a yard.

Remove the selvage edge first, then mark the edges of two sides at intervals of fifteen inches, fifteen inches, twelve inches and twelve inches. Mark the end at intervals of twelve inches, and cut to a depth of one inch, then tear down the entire length. Cut to a depth of one inch at the markings on the strips, and tear. This gives place mats and napkins.

Next, mark the four corners of each piece one inch from the edge so you will know where to stop when pulling threads to make a fringe. You will not need to secure the edges since the dyeing shrinks the material just enough to keep them from fraying further.

Choose a dye which requires boiling, and follow the directions carefully. The deep red shades make

very attractive sets and will look well with a variety of table decorations. The fringed edge will dye just a bit darker than the rest and the slight unevenness of the weave in the cotton produces an attractive effect.

A Gift Box: Use a codfish box. It is shallow enough to fit into a drawer and when complete it is attractive enough to keep on top. Leave the top off long enough to get rid of the odor. Then sandpaper the roughest edges and lettering with coarse sandpaper. When the box is smoother, use paper about 2/0. Finish with 3/0 sandpaper to obtain a very smooth surface.

From a piece of wallpaper, select a flower which will look well on the lid. This should be compact, without a sprawling effect or a definite top and bottom.

For the sides of the box, find a narrow strip which matches or accentuates some color in the design. Or use four smaller designs similar to the one on top. Paste the designs on carefully. When dry, give the entire box a coat of colorless varnish. Allow to dry. It will require three or more coats of varnish to obtain an even gloss.

Any small wooden box with a sliding lid may be given the same treatment. Some of these, such as chalk boxes, are too high for use in shallow drawers, but are nice on a dresser or table. They might be fitted up as mending kits. Since most of the thread is needed only in small amounts, therefore buy one of the strips of woven mercerized mending and sewing thread which looks like a plaid belt. There are sixteen colors,

and the one needed may be easily pulled out. These can usually be bought at the notions counter. Buy a good grade of needles. Number seven or eight sharps are satisfactory for most needs. The kit should contain an emery to sharpen the needles, some small rustless pins and a pin-cushion, half a dozen snaps, and a few hooks and eyes. Unless really good scissors can be bought, leave them out.

Editor's Note: At a meeting of Home Economics teachers held in Edmonton at the time of the fall convention, it was felt that much help could be given through this page, by contributions from readers of the page. Home Economics has much to offer to any phase of the school curriculum, particularly Health and Social Studies, and in return can gain much by co-operation with teachers of these subjects. Any helpful ideas will be most welcome. Next month a question box will be started, so send in your contribution in time.



THE SEWING PROJECT

By Miss J. B. McConnell
Edmonton Technical School

THE chief reason why garments so often have that homemade look is because they are not properly pressed.

Pressing is an art. If well done it can do much toward helping you to appear well dressed. Press each seam before joining to another—this is a very good rule to follow. It should begin with the first constructive process and be the last touch on the finished garment.

Remember that short seams require pressing as well as long ones.

Press with the grain of the material and keep your iron in motion always

to prevent marking. Silk and rayon materials require special care in pressing. The temperature of the iron must be moderate. When it is necessary to use moisture in pressing, the garment should be covered with a dry cloth, over which a moist (not wet) cloth is placed. Silks and rayons should always be pressed on the wrong side.

Never place a hot iron directly on wool. Dampen a pressing cloth of heavy material, lay it over the garment (wrong side up), press slowly and lightly at first, and as the steam begins to appear increase the pressure.

When pressing hand-knitted garments of wool, the iron should be lowered and raised quickly on the damp cloth, not rubbed over the surface. Remember that pressing is all important in making a wool garment.

When pressing wool pleats or hems press first on the inside then on the outside with a wool cloth next the garment and a moist cloth under the iron.

RE FREE MATERIALS

In the list of addresses from which teachers may obtain free materials published in our October issue there appeared the Canada Descriptive Atlas. The Dominion Department of Lands and Mines now advises us that the English edition of this Atlas is now out of print and is not likely to be reissued in the near future.

Stock of "Story of Rope", listed as available from Plymouth Cordage Company, North Plymouth, Mass., is also depleted.

Likewise the Parker Fountain Pen Co. Ltd., Toronto, inform us that they are forced to discontinue for the present the practice of sending samples of ink to applicants.

A Classroom in the Year 600 N.E.

By HENRI de SAVOYE, B.A., L.L.B.

Teacher: What's the matter with you, Jack? You seem to be making a long face today.

Jack: The teacher of mathematics told me that I am a blockhead and that I shall never pass the examination in algebra.

Teacher: Is it a fact that you are poor in mathematics? Tell me all about it; maybe I can help you.

Jack: I have just spoken to the principal and he said that I am doing well in other subjects, which shows that I am intelligent; therefore, said he, if I don't do well in mathematics it is because I don't want to.

Teacher: Do you really do your best?

Jack: I certainly do. But I am all muddled up now; I realize that I lack the foundation. Maybe I had better quit and start afresh next year.

Teacher: I believe this is your best plan. . . . But what are you dreaming about?

Jack: I am thinking about the principal's theory. He maintains that he who has enough intelligence to master a certain subject should do equally well in any other subject. I don't feel it is true, as I can study literature without effort and be among the best, while I am always last in mathematics whatever the amount of work I put on it. . . . I wish you would help me out of that difficulty, Miss Howard.

Teacher: With pleasure, Jack. Then let us begin at the beginning. What does the operation of understanding consist of? It consists in forming a mental image that reproduces the object or the idea considered. For example, when you look at an object, what you see is a mental image that you have created yourself. Have no doubt about it. Look at this book

and then shut your eyes; you will continue to see the book after your eyes are closed, therefore the only thing you see at that moment is a mental image. Try?

Jack: That's true; I close my eyes and I still see the book. . . . Ah! now it has disappeared.

Teacher: It disappeared when you could no longer hold in shape the particles of mental matter with which you formed the image. Understand that these particles are alive (as everything is) and they want to escape the constraint which you are imposing on them. But repeat the experiment; look again at the same book and you will note that your ability to hold the mental image in perfect shape has increased. Why? Because the particles of mental matter are getting used to the work you require from them and, behaving like docile servants, they obey your will. You have seen trained dogs sitting in a ring remain motionless until the trainer gives a certain signal. You and the particles of your mental body are the trainer and his dogs.

Jack: That's interesting.

Teacher: Because the dogs are trained to sit in a ring the master makes them do it just by moving his finger. But if he wants them to sit in a square he will have to struggle with them. Although the dogs could just as well sit in a square as in a ring they are not used to it and it takes a struggle to teach them. Do you follow this?

Jack: Yes, Miss Howard.

Teacher: Then you understand why you have more difficulty studying algebra than literature:—simply because the mental matter of your mind is trained to shape itself into literary images, while it has not been trained

to shape itself into algebraic forms.

The principal of the school is therefore right when he says that where intelligence exists it may be applied to any subject. But take note, it must be "applied", which means a struggle between the man and his unwilling instruments.

You have struggled this year to train your mental matter to take algebraic shapes and it has been without apparent success. But be sure that every effort is followed by an achievement; next year you will find that your mental particles will align themselves more easily into the shapes that you want them to take, and that their objection to remaining prisoners in those shapes has diminished.

Concentration consists in maintaining a mental image undisturbed for a certain length of time.

CHANCELLOR



MR. JUSTICE FRANK FORD,
of the Appellate Division of the
Alberta Supreme Court, who was
recently appointed Chancellor of
the University of Alberta.

MARGINALIA

By Dr. C. SANSOM

INTEGRATION

THE word "integration" refers to the intimate blending or incorporation of parts into a whole. The parts or elements themselves, in the case of a perfect integration, disappear from view. The act of integrating is perhaps best exemplified in certain processes of nature, as in the integration of the primordial elements of the universe into worlds. If the parts themselves tend to remain in thought, and to be identified as such, some other word is more likely to be used, as when we speak of "assembling" the parts of a machine. The opposite of "integrate" is, of course, "disintegrate". In its mathematical meaning its opposite is "differentiate".

Currently the word has become almost a fetish in school circles with reference to the organization of the materials of instruction on a non-subject basis. Who has not heard in recent years of "integrated" programs, courses of study, curricula; and of "integrating" the former subjects of instruction into "units", "projects", "enterprises," or "activities"? Our new elementary course is called an "integrated" program.

But this use of the word is clumsy and inexact. It implies that the old subjects were in some sense the elements of instruction, elements which are still to be found in the new incorporation, only so skilfully blended as to lose their identity. It implies also, negatively, that if an "integrated" course were suddenly to "disintegrate", the old subjects of instruction would automatically reappear. All of which strikes me as being pretty fantastic, to say the least.

Still the word has come into general use in this loose sense in the teaching world, and it would do no good to quarrel with it. The danger is that the use of such a strong and basic word in this connection might give the impression that something far more important and fundamental has been done to the teaching course than is actually the case.

What really happens in shifting from a "subject" program to an "integrated" program (so-called), is to make a change in the order or sequence of learning experiences. It ought to be apparent that all learning situations occur in a time sequence. We live only one moment at a time and can, speaking generally, learn or experience only one thing at a time. The problem of teaching, then, from this point of view, is that of deciding upon the best learning sequences for children. Should, for instance, the chemical composition of water be taught in sequence with the voyages of Magellan, or in sequence with the composition of starch. The example is perhaps an extreme one. My purpose is to illustrate the point.

The "elements" involved in the learning process are the more or less discrete sensory or other experiences which occur in sequence. But the point to be kept in mind is this, and this is the nub of the whole matter, that these successive experiences do not, as a rule, remain discrete in the mind, in whatever order they are acquired. By the action of the mind they become blended, analyzed, selected, classified, "integrated" in short, to take their place in that amazing entity known as an "integrated personality." You will observe that it is the brain or mind that does the integrating, not a committee set up to write a course of study, not even the classroom teacher. The brain is perhaps the most effective integrating device that nature has evolved.

In considering the integrative action of the brain it is instructive to reflect upon the haphazard way our experiences normally come to us in daily living. It is just one thing followed by another in the most chaotic fashion, no rhyme or reason, sensations, emotions, memories, hopes, fears, crowding in upon one another, jostling each other for position, often in some order of association to be sure, but nothing neatly arranged, a veritable hodge-podge, like this sentence I am writing. Yet most of us appear to emerge from all this with tolerably well integrated personalities. Such is the integrative power of the brain.

There are some who hold that the "distracting" influences of modern living, the radio, the movies, the vastly increased range of experiences resulting from rapid transportation, put too great a strain on the integrative powers of the mind, with the result that we are developing a generation of "scatter-brains", and, what is even more serious, a generation of neurotics, psychotics, and psychopaths. There may be some truth in this, but probably not as much as some people imagine. Our real knowledge in this field is not very great. The point here is that so many minds are able to achieve the integrations they do, in what appears to be so distracting a universe.

However, in emphasizing the facility with which the brain assimilates the diverse experiences of life into an integrated unity, I do not intend to suggest that it really makes no difference how ideas are flung at children, or in what setting they get their experiences. Obviously questions like those of interests, age, mental maturity, and former experiences, are basic considerations in what the mind can assimilate at any given time.

But from the point of view we are here considering, other things being equal as it were, the real problem in-

volved in drawing up a program is that of knowing how the mind actually works in its integrative activity. If we knew this we could proceed intelligently in arranging the most effective teaching sequences. Better work with nature than against her, unless there are very good reasons to the contrary.

Unfortunately we have very little if any real knowledge on this point. Just how the brain integrates into a living and organic unity the material it can and does so integrate (in other words, just how we learn) is very largely a closed book in our present state of knowledge. This is the reason the whole field lies so wide open for exploitation. There is nothing so unstabilizing as ignorance.

Whatever the final answer to the problem may be, if it is ever found, we may be assured as teachers that apart from having due regard for the capacity and interests of the pupils,

our chief concern is not with this question of "integration" at all; that in all ordinary circumstances the children's minds are taking care of this matter, and doing it with supreme and refreshing unconcern for all our frantic and excited preoccupation with the problem. Our primary responsibility is to see to it that the ideas and experiences presented to the children for "integration" into their growing personalities are good and sound and true.

ARTHUR GUTERMAN SAYS

No printed page nor spoken plea
May teach young hearts what men
should be—

Not all the books on all the shelves,
But what the teachers are themselves.

You can't be a teacher unless you
are able to face dangerous thoughts.

From Pittsburgh Teachers' Bulletin.

Shop by Mail for Christmas Gifts

Teachers in Rural Districts and Small Towns in Central and
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Edmonton's Own Store

The MATH-SCI Corner

DR. A. J. COOK,
University of Alberta

STANLEY CLARKE, M.A.,
Carstairs

(Editor's Note—Many rural schools are still short of elementary science equipment. The following item explains a satisfactory method for filling deficiencies in two essential items. In addition, youthful experimenters can be stimulated by a school demonstration of homemade equipment. It is hoped that we will soon be able to print a description of a homemade balance that really works. The editor saw the two articles described below in operation. They worked splendidly.—S.C.)

HOMEMADE SCIENCE EQUIPMENT

By CHARLES A. CROMIE, Carstairs
An Alcohol Lamp.

Materials required (with suggestions for acquiring them).

1. Ink bottle. Any type will do, but the best is the faceted tilting type put out by the Waterman Ink Co.
2. A cork. If a suitable one is not to hand, the vacuum bottle corks stocked by hardware stores are just the thing.
3. Metal tubing. A 2-inch piece of discarded $\frac{3}{8}$ inch copper or brass

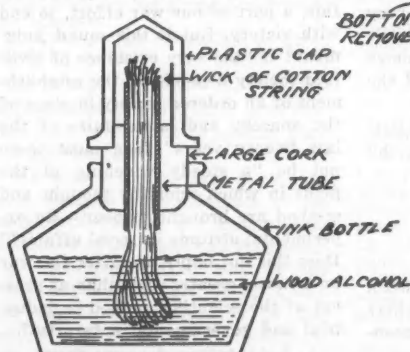
tubing may be obtained from any garage.

4. Wick. Sixteen or eighteen strands of "store string" about four inches long.
5. Cap. I use the tall black plastic caps from bottles of Woodbury's Lotion. Any other similar type will do.

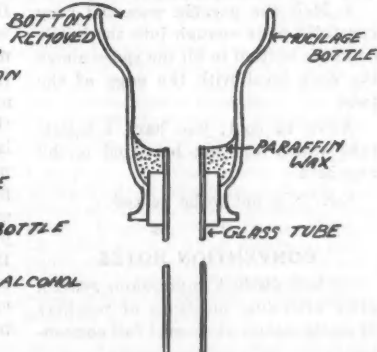
Procedure.

Push the metal tubing through the cork by twisting it, or burn the cork out with a red hot nail. Twist the strands of string together and wind a strand around them to make a loose bundle. Insert this wick into the tube with a twisting motion, and after the end comes through, untwist it to make a loose wick. Whittle the top of the cork down sufficiently, so that the cap is a tight fit when pushed on.

Fill about $\frac{2}{3}$ full of wood alcohol obtained from the local hardware. This lamp burns 15 or 20 minutes without overheating the cork.



ALCOHOL LAMP



THISTLE TUBE

Thistle Tube for Acids.

Materials.

1. Small bottle. A mucilage bottle seems to have the best shape.
2. A cork to fit bottle.
3. Small quantity of paraffin wax from candle.
4. Glass tubing. That from a medicine dropper may be used.

Procedure.

1. Cut the bottom from the bottle. The most satisfactory method is to use melted lead. Melt some lead from the terminals of an old storage battery in a clean tomato tin by placing it directly on the coals in your stove. When the lead is nearly red hot, remove the can, set it on a tin lid turned hollow side down, and lower the bottle bottom first into the molten metal. Hold it down for ten seconds (if necessary put a wooden rod in the neck of the bottle for convenience in handling), and then if the bottom has not already cracked off, plunge the bottle into cold water. Smooth the sharp edges with a piece of sand paper.

2. Put the cork into the bottle and force the glass tubing through it, boring a hole with a 4 inch nail first if necessary.

3. Allow $\frac{1}{4}$ inch of glass tube to project into the bottle past the cork.

4. Melt the paraffin wax and very carefully pour enough into the bottle from the bottom to fill the space above the cork level with the edge of the tube.

Allow to cool; you have a thistle tube which will not be acted on by any acid.

N.B. It is not to be heated.



CONVENTION NOTES

Certain distinct impressions remain after attending meetings of teachers of mathematics at several fall conventions:

- (1) The teachers are busy adjust-

ing themselves to the curriculum changes in mathematics.

- (2) There was an evident willingness to try out new methods of presentation.

- (3) One heard reference to the need of further re-organization; that the two types of mathematics courses may need further consideration.

- (4) Mention was made of curriculum deficiency in arithmetic.

- (5) The forty minute discussion period at the Edmonton District Convention relating to course content, teaching method, and curriculum organization, left a happy memory of a useful experiment. The committee responsible hopes to carry forward with this effort.

PROSPECT

Education for war service has revealed the necessity for scientific training in a technological age, in a way that seems to have taken the educators themselves by surprise.

Probably one of the reasons for this naive bewilderment has been the long period of industrial stagnation through which we have come and which, if we have any political sense, must not be permitted to recur.

There is the suggestion that this sudden demand for young people with some training in High School science and mathematics is a temporary affair, a part of our war effort, to end with victory. But is this sound judgment? If "the very existence of civilized society depends on the establishment of an ordered society in place of the anarchy and laissez-faire of the last twenty years" then must there not be "a steady widening of the fields in which scientific thought and method are brought to bear,—an experimental attitude in social affairs?" Does this not imply use after the war on an even greater scale than at present of the scientific method in industrial and governmental enterprise?

And if this is so does not this mean that the work of high school teachers

Letters to the Editor » »

THAT INSURANCE LESSON

Dear Editor:

With due respect to Dr. Sansom in his hints for more knowledge to Normalites, may I answer an item in *Marginalia*? As I infer, Dr. Sansom has been an instructor that we older "Norms" rather liked, though he never gushed over any of us (and we could never answer him then, in our innocent youth).

Still, in this case, he is the same old St. Simeon! This Saint sat upon his pillar, you remember. And when he went to Greece he found a still higher pillar—and sat. People brought him food and handed it up to him. Then it came about, in the course of events, that he found better ways of serving God. You see, he finally realized that by ministering to people he was, simultaneously, serving God.

In this instance, Dr. Sansom should have come off his pedagogical pillar, come down to earth to this bewildered "Bairn". A father confessor, and corrector, in sympathy with the student, would say, "Maybe you know more about insurance than I do."

Then in confidence, as comrades, they would go to the library together, opening a door, a consultation room (in effect, that is what teachers are for in this enlightened educational programme).

There in the library they could plan. This insurance lesson should be really in a series. One appointment, just one assignment, is rather too abrupt both for the young teacher and the scholars.

Let the young Normalite be given authority to say:

of mathematics and science is of fundamental significance to healthy post-war development?

We hope in a later issue to amplify these remarks with reference to the recent report of the war preparedness committee of the American Mathematical Associations (published in the *Mathematics Teacher*, Nov., 1941). The educational philosophy of this report is forthright and we hope it will stir up discussion here and elsewhere.—A.J.C.

"Tomorrow we shall have a talk on insurance. You must not mix this with Lesson I, or be behind in your homework, but let us look up the rudiments of insurance in magazines and in encyclopedia. Dig up what you can from your parents."

Then of the Normalite Dr. Sansom might ask:

"What do you know about insurance?"

"What about when a ship sinks? How are members of Lloyd's made aware of this now-a-days? Where do Lloyd's now carry on 'business as usual'?"

Insurance lessons can be so exasperatingly abstract! Teacher should get the pupil's parents to figure up, too, and all help together to make the lesson a mighty nice time for all.

What about Wawanesa?

What about cattle that are struck by lightning? (At this point in your programme the teacher may have to restrict the number of examples about so-and-so's old cow that died of old age, etc.)

Dr. Sansom's Normalite had stage fright! That is what I reckon was wrong with her. Of course she should know such simple things as insurance for instance. It is appalling what little all-round knowledge Normalites do have, considering that they are supposed to have high school standing.

I do wish I had the chance to teach a lesson on Insurance once more. For what is insurance but a Building up, and a Keeping Built up! What wonderful activities are backing Business today! Do you know, for instance, the numerous interests that are held in rein by such a common company as the Searle Grain Elevators? Do you know that they have a research department, for one interest?

May I tell you of an Insurance Company, one that needs no name because it is amalgamated, or incorporated, and now unknown. You know, of course, of the Prudential, of the Metropolitan which embraces such wide interests as health, medicine and research bureaus, interests that may seem totally unrelated to the strict business of insurance.

Now this Company I speak of had offices directly across the building where George Washington gave one of his New York addresses. The firm

was then an old one and a reliable company, and it is interesting to us in Alberta for the fact that it insured flour cargoes.

Please picture to yourself your ideas of a floor of offices. You would be correct to say, here are type-writers, and there is the president. But beyond that is an unusual room. It is a laboratory. A roomful of chemists busy with mortar and pestle. Flour getting weighed. Flour being mixed about in test-tubes. "Bags of flour" are really only "paper sacks of flour". In insurance it is necessary to know the quality as well as the quantity of the goods. When a wave wets a couple of thousands of tons of cargo, the classification should show whether they are paying for just some "dog-dough", or bread flour from our best Northern No. 1. All this kind of chat and research might make such "dry" assignments more lively or more likeable, at any rate, to many a school child.

Yours cordially,

A. HARRINGTON.

THE CALL TO ARMS

Dear Editor:

Kindly insert the following article in next month's issue. I would appreciate comments and discussions from other fellow members of the teaching profession.

What is the attitude one must hold with respect to the present system of drafting men for training? I have completed my basic training and am now in my advanced work in the field of artillery. During my training period I have met men of twenty-one to twenty-four years of age who have family responsibilities. On the other hand it is well known that many who are above the present age limit know no such responsibilities. Now, may I ask, is this justifiable?

True enough, we must have men at home sharing the responsibilities which befall us. But may we not share those responsibilities on a fair basis? There are the youths and men of age who could keep the wheels of industry turning and supplying the men in the front lines with the essentials. In the meantime, all capable men without family responsibility should be in a position to answer the call to arms. We are at war and should become conscious of that to a greater degree. Let us make this a national effort and not isolated group effort.

If such steps are taken, then those who are still behind, cherishing their

fine positions, will only add another cog to the huge wheel which will definitely turn in our favor to save that which we hold so dear and value so highly.

Yours very respectfully,

NICK J. ANDRUSKI,
A4, R.C.A. Training Centre,
Fort Brandon Barracks.

WE HEAR FROM AN OLD FRIEND

2031 Coyle Street,
Brooklyn, New York.
November 1, 1941.

Dear John:

Thank you very much for sending me *The A.T.A. Magazine*. I note the new format—smaller, but as brisk and alert as ever.

As for me, I became an American citizen officially on September 16, 1941. Almost simultaneously I had my doctoral dissertation typed, bound, and approved by the duly constituted Board of Graduate study at Northwestern University. So there's the Ph.D., I hope, together with a permanent appointment at Brooklyn College, where I am now serving as teacher of speech.

You people are, naturally, concentrating with true Canadian seriousness on the terrific problem of defeating Hitler. I wish people over here could understand the implication of Nazism. I try my best to make them realize that this is no mere little war of imperialist grabbing, but rather a threatening cataclysm like that of the Moors, and Tamburlaine, and Genghis Khan. Since we were not willing to pay the price of a just peace, we now have to pay in "blood, and sweat, and tears" for our folly, and greed, and selfishness.

Some people still think in terms of "business as usual", labor-baiting still goes on; Big Business still reaps enormous profits, the little man is still asked to make the sacrifices. Even Britain still discriminates against the negroes, while expecting their taxes in support of lend lease; Japan and Franco are still being appeased; Russia is still looked on with suspicion.

But despite all these injustices and all this stupidity we must fight on to the finish, as God gives us strength, to establish brotherhood among men and true democracy at home. This time we know that peace cannot be based upon exploitation.

Pardon the outburst, John. Give my regards to old friends.

Sincerely,

E. J. THORLAKSON.

The A.T.A. Magazine

A. T. A. Library Books in Review

ART IN EVERYDAY LIFE by Harriet and Vetta Goldstein. Macmillan and Co. 497 pages. (\$3.75)

Those who are familiar with the first and second editions of this already popular art book will find many worth-while and interesting changes in its 1940 edition. The general text material is "stepped up" with new, fresh, and colorful illustrations, and a general amplification of the modern spirit in art is noted in every chapter. Basically, however, the book is the same—a thorough study of color and design as it should be applied to everyday life. The text is wide in its range of subject matter as nearly every phase of design from simple fundamental principles to the wider application of city planning is treated skillfully, if somewhat academically. Some 335 illustrations including color photography and drawings are used to suggest applications. These in themselves serve, even by a quick review, to reveal the content of the text as a whole.

Color receives complete and masterful handling and the theories of Prang and Munsell are fully explained. It is in the application of all the details of color, however, that the book takes on new and refreshing life, and the reader is very soon convinced of the impossibility of divorcing art from everyday things.

This is a book that should prove quite as helpful to the home economics teacher or the salesman as to the art teacher.

THE ART CLASS IN ACTION by Joicey M. Horne; Longmans, Green and Co., Toronto. 136 pages. (\$1.60)

"Where can I get a good recipe for papier maché?" or, "What is the 'silk screen' process for duplicating drawings in color?" These and many similar questions which teachers

throughout the province are asking are answered in a straightforward manner by Joicey M. Horne.

In **The Art Class in Action** you get new suggestions for media and processes in many art experiences. Finger painting, potato cuts, spatter work, lino blocks, weaving and stencilling are but a few of the fifty-odd processes dealt with. Design and composition are treated briefly in the early part of the text, and odds and ends relating chiefly to art for special holidays form a valuable part of the closing chapters. The black and white illustrations are clear and simple, and directions for the various processes are easy to follow. It appears that in this text the author has put a good deal of effort and thought into making interesting media available to classrooms having little money and poor equipment. Cheap or scrap materials are often suggested for schools where supplies are extremely limited.

In short this book, which is very reasonably priced and easily obtained, is an answer to the classroom need for ways and means to further the end suggested by "children expressing their own ideas in their own way".

—M. W. MACDONALD.

JAPAN, Government—Politics.

By Robert Karl Reischauer. Thomas Nelson & Sons., New York. 221 pages. (\$2.00)

In these times it seems imperative that we should try to understand how it has come about that such divergent ideologies are controlling the nations of the world.

Dr. Reischauer, of Princeton, was born in Japan and lived there some twenty years.

In this book he sets out the main line of thought that governs the Japanese people. He shows the conflicts inside Japan: conflicts deep within

their own ideology and tradition, and new conflicts brought about by the attempt to superimpose an alien governmental apparatus upon these Japanese traditions so as to create the impression among other nations that Japan is a modern nation.

His endeavor is not to present new facts about Japan but to help the reader interpret the facts. This is an easy book to read and I heartily commend it to anyone interested in current world problems.

A. E. ROSBOROUGH.



REVIEWS OF RECENTLY ACQUIRED PUBLIC- ATIONS IN EDUCATION

Will appear in our next
issue.

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Realism and Christmas



Good King Wenceslas did many things in his time, but he is remembered through the centuries because on a winter night he used his royal hands and feet to carry cheer and comfort to the freezing poor. For centuries we have been content as individuals to follow his example, quite forgetting the important fact that in those primitive times King Wenceslas symbolized, indeed was, the State.

The great hope of this Christmas 1941 is that the old social complacency is being blown to shards. "The consumer has too long been the step-child both of economists and of politicians. What will be needed most when peace is restored is planned consumption. . . .The application of approved standards of nutrition to the whole population is the necessary and elementary starting point of a long-term social program, whose goal must be the extension to all, as a first call upon the resources of the whole community, of decent standards of housing, of clothing, and of other amenities of life." (London Times Editorial, August 6. 1940).

All Hail King Wenceslas! Your message has come through at last.

Local News

TO SECRETARIES AND PRESS CORRESPONDENTS NOT HEARD FROM:

Please let us have the names and addresses of your Local and Sub-local officers, noting which of these has custody of your official charter or certificate.

For publication in any issue of the Magazine, press reports should be received by this office not later than the 20th of the preceding month, i.e. deadline for December issue was November 20th.



ACADIA LOCAL

36 of the 62 teachers of the Acadia School Division No. 8 attended the Hanna Convention October 27 and 28. The following officers were elected at the business meeting:

ACADIA LOCAL No. 2: President, A. E. Goddard, B.A.; Vice-President, Jack Taylor, B.Sc.; Secretary, Harold J. Hall; Board Representative, Hugh Horne, B.A.

The Sub-local groups elected the following officers:

ACADIA VALLEY: President and Representative, W. MacIsaac; Vice-President, Mrs. Slater; Secretary, Miss Drewniak.

CAPPON: President, Miss Yake; Representative, Mr. Twidale; Secretary, Miss Lydman.

CEREAL-CHINOOK: President and Representative, Mr. Charyk, B.Sc.; Secretary, Miss Macdonald.

NACO-SEDALIA-NEW BRIGDEN: President, Mr. Overby; Vice-President, Mr. Horne, B.A.; Secretary, Miss Parks.

OYEN: President, Mr. Taylor, B.Sc.; Vice-President, Miss Gadsden; Secretary, Miss Haddigan; Representative, Miss Wiley.

SIBBALD: President, Mr. Evans; Vice-President, Miss Patterson; Secretary, Miss Beynon.

The Sub-locals have formed themselves into Study Groups. The most popular topic so far is Enterprise Education. A thorough study of the most up to date books on Enterprise, planning enterprises, demonstrations and a frank discussion of methods used will, it is hoped, be of valuable assistance to the teachers.

Enterprise Education is here to stay. We, as educators, must be conversant with its every phase. The Department of Education has done everything it can to improve the quality of instruction by efficient organization, enlarged grants, and increased supervision. The classroom instruction is in your hands alone. Come to these meetings and fight out the educational problems that confront us.

ACME-BEISEKER

Another very interesting meeting was held at Beiseker on the evening of November 6th. Among those present were Mr. McLeod, supervisor of Wheatland School Division, and Mr. Collins, instructor in General Shop for surrounding schools. Our program, thanks to Mr. Macdonald, was made interesting and inspirational by talks from the following teachers: Miss Stemp gave us her impression of the convention just held in Calgary. She led us into a discussion of the two speakers and their views in education. Mr. Serra led a very interesting discussion of Options

which brought to light the views of several of us. He also asked for opinions on the solution of the problem child in the rural school. If you are wondering what to do for enterprise material, you should ask Mr. Beiber, for his talk showed us some very valuable pointers on the subject. He proved the practical side of the talk by showing some of the work that his pupils had done.

Mr. Collins talked to us about the place of Shop in the average school of today. We were led on a tour of the recently opened Shop Room and the Home Economics Room of the Beiseker School. You should see the modern equipment being used there. Mr. McLeod led a discussion on Christmas concerts and their place in the busy school year that we have to face this season. He wanted to know if there was not a possibility of making the school work fit in with the concert plans. We were all interested in the way in which nursery rhymes, folk songs, choral speech, dramatics, folk dances, tumbling, rhythm bands, current events, and singing could be worked into the project to coincide with the regular school work. These absorbing talks were capped by an equally interesting social climax around the table in Mr. Macdonald's home where we ended a truly enjoyable meeting with lunch.

Our next meeting is to be held on Wednesday, January 7, 1942. We expect to have just as pleasant a time then, discussing Festivals and topics of current interest to both rural and town teachers. Why not come?

ALTARIO

The teachers of the Altario Sub-local held their reorganization meeting in Compeer on November 8th. The following officers were elected: President, Mr. Hughes; Vice-President, Miss J. Stokoe; Councillor, Mr. J. Brown; Secretary-Treasurer and Press Correspondent, Miss F. Kuzma. It was decided that the next meeting be held in the Kirriemuir school on Saturday, December 6th. At the conclusion of the meeting Mrs. Hughes served a very delicious lunch.

ANDREW

The November meeting of the Andrew Sub-local was held at the Manawan School. Some dissatisfaction regarding the handling of the rent problem by the Local Executive was voiced. The Local Executive was urged

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to take a stronger stand in the matter. They were also instructed to reopen immediately negotiations for the restoration of the five per cent cut in the salary schedule. The members of the Andrew Sub-local have formed themselves into a study group and will devote their time during the coming year to the study of "English in our Schools". The first discussion will be led by C. Semenuik at the next meeting which will be held in Andrew on Saturday afternoon, December 6th. At the close of the meeting the teachers were invited to the teacherage where their cares and tempers were soothed considerably by a very refreshing lunch given by the hosts Mr. and Mrs. Huculak and Mr. and Mrs. Korchinsky.

ATHABASCA

On November 8th the Athabasca Sub-local elected a new slate of officers: President, H. McClure; Vice-President, J. Appleby; Secretary-Treasurer, B. Walker; Convener of Program Committee, Mrs. Donahue. An encouraging feature of the meeting was the good representation of teachers from Athabasca district. Mr. Hodgson, newly appointed superintendent for Athabasca Division, gave a brief but challenging talk on the objectives of the enterprise program. In the discussion which followed, some difficulties in the way of fully realizing these objectives were brought forward and the teachers exchanged ideas and experiences with regard to the best procedures in enterprise education. There was no doubt but that the exchange of ideas was helpful to all. Our Sub-local is looking forward to a year of renewed activity. Teachers in Athabasca and district are cordially invited to join our group and attend meetings. Arrangements are being made to send notice-of-meeting cards to all prospective members.

BARRHEAD

The organization meeting of the Barrhead Sub-local was held in Barrhead on October 18th. The newly elected executive are: President, Mr. McMillan, Mellowdale; Vice-President, Miss Bredo, Leighton; Secretary-Treasurer, Miss Radke, Shool Creek; Councillor, Mr. Ritchie, Barrhead; Press Correspondent, Mrs. O'Brien, Summerdale; Social Convener, Mrs. Doherty, Barrhead. A vote of sincere appreciation was tendered the retiring executive for the interesting and worthwhile meetings directed during the past year. Resolutions for the forthcoming convention at Westlock were the major consideration of the meeting. These meetings will be held regularly on the second Saturday in each month, beginning at three o'clock in the Barrhead school. All teachers within possible traveling distance are urged to attend. A feature of the November meeting will be a report on the Senior Shop Course by Mrs. Oestrich, principal of Manola school.

The regular meeting of the Barrhead Sub-local was held in Barrhead on November 8th.

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The chief business of the meeting was to make arrangements for having sample copies of the minimum lists of library books on hand at next meeting. It is planned that these books will be on display early in the day of our next meeting, and we hope that all teachers will avail themselves of this opportunity of examining these books before selecting books for our newly appropriated permanent libraries. An early adjournment was called in order that the teachers present might support the Barrhead High School Tea in aid of a school projector.

BEAVER LODGE-HYTHE

The organization meeting of the Beaver Lodge-Hythe Sub-local was held in the Beaver Lodge high school room on November 15th. The new slate of officers elected is as follows: President, Mr. Harry Sherk; Vice-President, Mr. Nicholson; Secretary-Treasurer, Miss Mildred Hill. Mr. Sherk gave a brief summary of the chief topics that were discussed at the convention. It was decided that part of each of our meetings deal with teachers' problems that are commonly met with. Plans were made to try to organize a Parent-Teacher organization. After a short discussion on Christmas concert ideas the meeting was brought to a close. The next meeting will be held in Beaver Lodge on December 13th. All teachers of the Sub-local are urgently requested to attend.

BELLIS

The Bellis Sub-local was reorganized for the year 1941-42 with the following executive: President, Mr. A. M. Winniarski; Vice-President, Mrs. Fiona Pelech; Secretary-Treasurer, Mr. J. M. Repka; Social Committee, Miss Olga Nay, Mrs. Fiona Pelech, Miss S. Svarich. After the election of officers a lively discussion followed regarding the teaching of Social Studies, Science, and Music in the Intermediate Grades, and Enterprise Education in the Elementary Section.

BERWYN

The Berwyn Sub-local met on October 25th. Officers elected for 1941-42 were: President, Mr. L. Garrison, Berwyn; Vice-President, Mr. Dew, Brownvale; Secretary-Treasurer and Press Correspondent, Miss Banks, Berwyn. Meetings are to be held alternately in Berwyn and Brownvale. Mr. Garrison led a discussion on the use of the projector for the year. The members unanimously decided to present a resolution re cost of living bonus for teachers at the general meeting of the Peace River Local on October 31st. After the meeting the teachers enjoyed tea at the home of Mr. and Mrs. Garrison.

BON ACCORD-GIBBONS

The November meeting of the Bon Accord-Gibbons Sub-local was held in Gibbons on November 4th. Last-minute plans were made for the dance at Gibbons, which was not a great success. It was decided to order Standard Silent Reading Tests, to be followed up with remedial reading. Our secretary, Emma Horton, resigned, and her place was taken by Chris Gereiuk. At the close of the meeting, a delicious lunch was served by our hostess, Miss Gereiuk.

BULWARK

The first meeting of the Bulwark Sub-local was held at the home of Mr. and Mrs. George Butterwick, Brownfield, on the afternoon of October 18th. Officers were elected

as follows: President, Miss Mabel Hole, Brownfield; Vice-President, Mr. Harold James, Brownfield; Secretary-Treasurer, Miss Anne Bent, Brownfield; Press Correspondent, Mrs. Pauline Risch, Brownfield; Councillor, Mr. Guy Tomlinson, Bulwark. Miss Anne Bent has charge of our official certificate. Sports Day possibilities and various school room activities were discussed. After the meeting a delicious lunch was served by the hostess, Mrs. Butterwick.

CALGARY RURAL

The two Sub-locals making up this Local were combined into one Local at the convention general meeting. As a result the monthly meetings of the Local this winter will be in the nature of general meetings. The first of these meetings was held in the Calgary Public Library with an attendance of forty-eight. Previous to the business meeting an interesting discussion on Primary Reading methods was led by Mr. Wilson, Superintendent of this Division. The business meeting concerned itself with a discussion of Cost of Living Bonus for teachers. A resolution was passed directing the Negotiating Committee to approach the Divisional Board. Vacancies on the Executive were filled at this meeting. Mr. B. Holt, who has served so well as Secretary for the past year, joined the R.C.A.F. Mr. R. Pettifor, Assistant Secretary takes his place. Newly elected as Press Correspondent is Mr. Geo. Stall, Critchley.

CALMAR

The reorganization meeting of the Calmar Sub-local for the year 1941-42 was held on November 30th at Calmar. The following executive was elected: President, Mr. C. Pyrcz; Vice-President, Mr. W. Korososky; Secretary-Treasurer, Miss J. Chamberlain; Press Reporter, Mrs. A. Sych; District Councillor, Mr. E. Westlund. It was decided to hold meetings on the first Tuesday of each month. After a discussion concerning the nature of the next and succeeding programmes, the meeting adjourned.

CARSTAIRS

The Carstairs Sub-local held their first meeting of the new term in Carstairs on October 18. An election of officers was held in which S. Clarke was elected president; L. Patmore, vice-president; W. Pybus, secretary-treasurer; Social Committee: Miss R. Kidd, Miss J. Farr and Miss P. Gordon; press correspondent, Miss M. Willie. An interesting and varied program was discussed for the year. The teachers are planning on visiting the schools of the rural members as well as the town schools.

CHAUVIN

The regular monthly meeting of the Chauvin Sub-local was held at the home of Miss Huck on November 1st, with Mr. D. H. Gunn in the chair. The meeting took the form of a very inspiring discussion on "Current Events and How to Teach them", led by Mr. Holmes. The discussion of individual problems and library facilities which grew out of this was helpful to the point where not only ideas but materials were exchanged. Those members who do not attend in future will miss the energetic discussions of their Sub-local. At the close of the meeting lunch was served by the hostess.

CHERRILL

The teachers of Cherhill district assembled at the home of Mr. F. J. Woodhouse in Cherhill on November 7th and organized what

promises to be a very active Sub-local. The following officers were elected: President, Mr. C. Sealey; Vice-President, Mrs. C. Hoff; Secretary-Treasurer, Miss Anne Eisenbraun; Press Correspondent and Councillor, R. H. Miller. A small fee per member was decided upon to take care of the social end of our activities. Plans were discussed to change our place of meeting as often as possible to convenience outlying teachers. Miss Anne Eisenbraun is to lead a discussion on choral recitation at our next meeting which will be held at Cherhill. All teachers interested are cordially invited to attend. Mr. and Mrs. Woodhouse acted as hosts at the close of the meeting.

CHINOOK VALLEY

The teachers of Northmark, Saddle Mountain, Westmark, Bridgeview and Chinook Valley schools, of the Spirit River School Division, having decided to form a Sub-local, met at Chinook Valley school on November 11th. Tentative officers were elected and it was decided the next meeting be held on December 6th at Chinook Valley school. Some professional topic is to be discussed at each meeting.

CLANDONALD-DEWBERRY

The annual meeting of the Clandonald-Dewberry Sub-local was held in the Clandonald Public school on October 18. The officers for the 1941-42 term are as follows: President, Mr. S. Brimacombe; Vice-President, Mother Gabrielle; Secretary, Miss D. Oldenburg; Reporter, Miss M. Olsen; Councillor, Mr. L. Hergott. A plan for equalizing the mileage expenses of the teachers attending the Sub-local meetings was worked out; also a plan for distributing the boxes of supplementary books.

* * *

The November meeting was held at Dewberry on November 12th. Christmas concerts were discussed and plans made for a January concert. The meeting ended with a delicious lunch served by the Dewberry teachers and Mrs. Richardson.

COALDALE

The first meeting of the Coaldale Sub-local for this term was held in the Home Economics room of the Coaldale Consolidated school on October 28th. The chief business was the election of officers with the following results: President, Mr. Hughes; Vice-President, Miss E. Wilmot; Secretary, Miss M. Esplen; Treasurer, Miss C. Crowe; Press Correspondent, Mrs. E. Slingerland; Councillors, Mr. Hughes, Mr. Leslie Medd and Mr. Charles Allan. The program for the next meeting was considered. It was decided to have a round table discussion on Enterprise Education as well as some humorous entertainment in charge of Miss Brown. All future meetings will be held on the second Tuesday of each month at 8 p.m. in Coaldale Consolidated school. Members with cars

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promised to bring teachers in their radius, the expense being shared by all present. Thus we are hoping to increase the attendance and arouse interest. Misses M. Esplen and E. McCully were hostesses for the evening.

COLINTON-PERRYVALE

The organization meeting of the Colinton-Perryvale Sub-local was held in Room 3 of McDougall church, Edmonton on October 16. The following Executive was elected: President, Mrs. R. S. Adamson; Vice-President, Miss J. I. Bissell; Secretary-Treasurer, Miss L. R. Scott; Press Correspondent, Mr. Warren; Councillor, Miss I. E. Buchholz. The second Saturday of each month was set as the day for our meetings, these to be held in Colinton at 2 p.m.

CORONATION CONVENTION

About 110 teachers of the Castor and Neutral Hills Divisions met in convention at the Coronation High School on Monday and Tuesday, October 27 and 28. They were given addresses of welcome by C. E. Gerhart, M.L.A. on behalf of the town, and by H. S. Northwood, chairman of the School Board. Dr. Clark Frasier of Cheney, Washington, gave a splendid illustrated lecture depicting Progressive Education in Practice. His running commentary and anecdotes were greatly enjoyed by all present. Mr. H. P. Brown of the Department of Extension, who operated the machine, explained the advantages of visual instruction. Mrs. Petra Wallin gave an interesting and informative paper on Social Studies and the Integrated Program. She had an abundance of illustrative material to supplement her remarks. Mr. Arnold Goulson, of Veteran gave a re-

port of the findings of the Science Committee appointed at the last convention. A highlight of the convention was a practical classroom demonstration of the integrated program in action given by Misses E. Adams and P. Benaristo of Coronation. They had pupils of Division 1 and 2 taking part. The open forum which followed brought forth much discussion which is always essential for a successful forum. The High School teachers enjoyed a paper on Mental Hygiene delivered by Mr. I. Goresky, Superintendent of the Neutral Hills Division. This was followed by a High School open forum led by Mr. P. O. Huse of Gadsby and Mr. G. Taylor of Consort. Mr. H. C. Sweet arrived from Hanna and then met with the High School teachers. Mr. John Barnett of the A.T.A. head office addressed the teachers on various aspects of the activities of the A.T.A. and explained the present policy of the Department in regard to the present teacher shortage. Mr. R. H. Liggett, B.A., Superintendent of the Castor Division conducted a general discussion forum on classroom procedures, in which many teachers took part, explaining methods they had found effective and useful.

The Banquet served by the Ladies' Aid in the United Church Hall was excellent and the ladies are to be complimented on their efforts. The President of the convention association, Mr. John Brown of Consort, who proved himself efficient and capable throughout the convention, introduced the banquet speakers, Mr. I. Goresky, M.A., Mr. R. H. Liggett, B.A., and Dr. Clark Frasier of Cheney, Washington. Dr. Frasier stressed the need for developing the pupils along the lines which they are most likely to follow in adult life. He pointed out that there is no particular value in making pupils do

work in school which will not fit them for the vacation they will take up. The dance held in the Elks Hall was a big success, both financially and socially. The music supplied by the New Cavaliers was peppy and kept the dancers on the floor with few sitting out.

The Castor Local elected the following slate of officers for the ensuing year: President, Mr. Walter Ekman, Coronation; Vice-President, Mr. Guy Tomlinson, Bulwark; Secretary-Treasurer, Miss Jessie Campbell, Castor.

The Neutral Hills Local elected the following slate of officers: President, Mr. John Brown, Consort; Vice-President, Mr. J. Hughes, Comper; Secretary-Treasurer, Mr. A. H. Elliott, Consort.

CRAIGMYLE-DELIA

The Craigmyle-Delia Sub-local met for their annual reorganization meeting on the evening of October 8th at the home of Mrs. Chase, in Delia. The following officers were elected: President, Mr. Stevens, Delia; Vice-President, Miss I. Humberstone, Craigmyle; Secretary-Treasurer, Miss A. Innes, Delia; Councillor, Mr. Dack, Delia; Press Correspondent, Miss J. Robson, Craigmyle. It was decided to invite Mr. Bremner to attend the next meeting. Following a discussion of various school-room problems, lunch was served.

* * *

The November meeting was held in Craigmyle on November 1st. A very lively discussion of numerous problems took place. The date of the next meeting is to be announced by the executive, and it is hoped that every teacher in this district will make an effort to attend.

CZAR-HUGHENDEN

A meeting of the Czar-Hughenden Sub-local was held in Hughenden on October 25th at the home of Mr. Hougland. The minutes of the last meeting and financial report for last year were read and accepted. The following officers were elected for this year: President, Mr. Fyckes, Czar; Vice-President, Miss Sannes, Highland View; Secretary-Treasurer, Miss Baker, Czar; Press Correspondent, Miss Dixon, Hughenden. A variety of business was discussed, and plans were made for the next meeting to be held in Czar on November 29th. The meeting concluded with the serving of a very delicious lunch by Mrs. Hougland.

DERWENT

The second meeting of the Derwent Sub-local was held in King George school on November 8th. The meeting was opened by our president, Mr. D. S. Chrapko. After the reading of the minutes the following program took place: Remedial English, a talk and a demonstration given by Mr. N. Chmlar, leader of the study group in Remedial English. Reading tests were distributed. This was followed by a talk given by Mr. J. W. Melnyk on Abilities in Reading and how to develop them. Mr. W. P. Sharek spoke on "Comprehension in Reading." An enthusiastic discussion followed each talk. It appears that the teachers in this Sub-local are doing their utmost to improve English in their schools. Finally, Mr. S. A. Sklepovich gave a talk on the German-Russo Pact and the consequences that followed. After the completion of the program discussions on the route of the projector took place. A very serious discussion on the cost of living bonus followed. Strong recommendations were forwarded to the Local executive. After the meeting a delightful lunch

was served by Mr. and Mrs. Sharek and Miss Meronick. Mrs. Borowsky conducted a very interesting game which she had prepared. This meeting was very well attended and it is anticipated that the following meeting, which will be held in Louise Lake school on Friday, December 6th, will be as successful.

EGREMONT

The regular monthly meeting of the Egremont Sub-local was held at the home of Mr. Sherbanuk on November 6th. A general discussion took place concerning the Musical Festival, testing, projection lantern, etc. It was agreed that a 10c fee be levied on members to cover local expenses. The business meeting adjourned after a delicious lunch was served by the hostess, Mrs. Sherbanuk. The next meeting is to be held in Egremont on December 4th.

ELK POINT

The first meeting of the Elk Point Sub-local was held in the school on November 8th. The following officers were elected: President, Mr. R. Beattie; Vice-President, Mrs. H. McQuillan; Secretary-Treasurer, Mr. J. Jacobson; Councillor, Mr. W. C. Hackett. A discussion was held in regard to having the Drama Supervisor from the Department visit our Sub-local. It was decided to invite Mr. J. Smith, president of the A.T.A., to visit our December meeting to create a greater interest among our teachers. It was also decided to discuss the cost of living bonus at the December meeting.

EVANSBURG WEST

The first meeting of the Executive of the teachers in the Edson Division was held in the Edson school on November 8th. The minutes of the last meeting were read and adopted, and before the correspondence was dealt with Mr. Sterling was re-elected editor of the Newsletter. It is hoped all Sub-locals will submit articles to it. The main feature of the business was a revision of the salary schedule which is to be presented to the Board by a committee consisting of Mr. Kuetbach, Mr. Stonehocker, and Mr. Dakin. It was believed advisable to change the name from Evansburg West Local to Edson Divisional Local to avoid confusion.

EVANSBURG-WILDWOOD

The Evansburg-Wildwood Sub-local held its first meeting of the term on October 4th at Wildwood. The main business of the afternoon was the election of the executive for the year. The officers are as follows: President, Mr. E. Stonehocker; Vice-President, Mrs. C. Hellekson; Secretary-Treasurer, Mr. R. Johnston; Councillor, Mrs. V. Platt; Social Conveners, Mrs. E. Watts and Miss G. Konigson; Press Representative, Miss S. Gamble. It was decided that meetings are to be held every second Saturday of the month. Further business consisted of discussion of questions arising from a review of the salary schedule. After adjournment of the meeting the teachers gathered at the Wildwood teacherage for lunch.

* * *

The November meeting of the Evansburg-Wildwood Sub-local took place at the home of Mrs. C. Hellekson of Styl on Saturday, November 8th. Highlight of discussion was the proposal for the renting of Intermediate and Senior Grade text books by pupils of the Division. Further discussion of books centred on circulating libraries and circulating readers. The teachers also expressed opinions about the new report cards,

the outcome being a suggestion that a simple type of report would be advisable for special cases in addition to the present forms in use. Of interest no less, the all important item of salary negotiation was again reviewed in brief. To close an enjoyable afternoon our hostess served a delightful lunch. The December meeting is to be held at Mr. R. Milner's home in Evansburg.

FOOTHILLS

The annual meeting of the Foothills Local was held in Calgary on October 21st at 1:30. Eighty members of the Association were present. President Howard John Doney conducted the meeting. The financial statement showed a balance on hand of \$167.68. Mr. John Wilson, President of the Salary Schedule Committee, reported on the work of the committee. The teachers and the board have come to no agreement regarding a revision of the existing schedule. A resolution was passed asking the committee to reopen negotiations with the board. New members appointed to the committee were Charles Carson, Janie W. Brown and Charles Fulton. Officers elected for the year were: President, Frank Mair; Vice-President, Josephine Dinkel; Secretary-Treasurer, Helen A. McKay; Press Correspondent, Jeanette Veale; Convention Delegate, R. E. Hoover. The President urged all Sub-locals to reorganize as soon as possible. The meeting closed at 3:15.

FOREMOST

At the annual meeting of the teachers of the Foremost Local No. 12, held at Foremost, October 25, the following officers were elected: President, J. D. Wilson; Vice-President, G. Hahn; Secretary-Treasurer and Press Correspondent, W. E. Hall. Members elected to the Bargaining Committee: E. McFall of Foremost Sub-local, J. D. Martin of Coutta-Milk River Sub-local, R. Yonkers of Orion-Manyberries Sub-local, D. C. Pickard of Forty-Mile Sub-local and H. Wright, member at large. W. E. Hall was elected to represent the teachers at the Divisional Board meetings. Main topic of discussion, Cost of Living Bonus for Teachers.

FORTY MILE

A meeting of the Forty Mile Sub-local was held at Bow Island on October 17, at which the yearly election of officers was held. Officers elected were: Mr. R. Blickenstaff, president; Mr. R. Thomas, vice-president; Miss C. Corraini, press correspondent. Miss A. MacDonald being absent we did not elect a secretary, thinking that Miss MacDonald might consent to continue in her former position. It was decided at the meeting that a definite topic should be discussed at every meeting. The topic to be discussed at our next meeting is Christmas Concerts. The teachers were all asked to bring material, hints or information.

A meeting of the Forty Mile Sub-local was held at Bow Island on Friday, November

ber 14. At this meeting it was settled that Miss K. MacDonald continue her position as Secretary. Christmas concerts were discussed and the teachers got some valuable hints from each other. It was decided that the topic to be discussed at the next meeting would be Social Studies.

GLENDON

The reorganization meeting of the Glendon Sub-local took place on October 7th. The following officers were elected for the 1941-42 term: President, Miss C. Van der Mark; Vice-President, Mr. A. Shandro; Secretary-Treasurer, Mrs. M. C. MacLean; Councillor, Mr. J. H. Schommer.

* * *

The teachers met again in the Glendon High School on October 18. The main topic under discussion was School Festivals. It was decided to invite Mr. J. F. Swan, Superintendent, to attend the next meeting of the Sub-local in order to conduct a discussion regarding the proposed School Festivals.

GRANDE PRAIRIE

A meeting of the Grande Prairie Sub-local was held in the High School on November 7 for the purpose of electing officers for the 1941-42 term. The following were elected: President, Mr. G. Freebury; Vice-President, Mr. W. T. Mel Fowler; Secretary-Treasurer, Sister Unit; Press Correspondent, Miss L. Johnson. Meetings will be held on the first Saturday of each month at 2 p.m.

* * *

The teachers of the Grande Prairie Sub-local met at the High School on November 15th. A discussion of the suggested new report form for the Elementary grades occupied most of the afternoon. It is planned to have this form printed in the Local News Bulletin so that other Sub-locals in the district may discuss it at their next meeting. The Executive of the Grande Prairie Sub-local would like to have the opinions of the teachers regarding this suggested change. It was decided to set aside fifteen minutes at each meeting for Speech Training. A book review will also be given at each meeting beginning with the January meeting. A joint meeting of the Grande Prairie and Sexsmith Sub-local will be held at Clairmont on December 6th at 2:30 p.m.

HAIRY HILL

The second meeting of the Hairy Hill Sub-local was held at Norma school on October 17. More new members were welcomed to the Sub-local. Mr. Shalka gave a report on the proposed Trak Meet. The decision was that the action be delayed till spring. The question of motion pictures was brought up. Surrounding schools are to have the privilege of using the Hairy Hill machine. Following this, Christmas concerts were discussed. A motion that all Christmas concerts be held on Tuesday, December 23, was carried. Mr. Shalka then brought up the problem of washing facilities and cleanliness in schools. It was decided to ask the Divisional Board to provide better washing facilities. Election of further officers took place. Mr. J. Eurchuk was the unanimous choice as representative to the Two Hills Local Executive. A social committee of Mr. Kelba, Mr. Petruk and Mrs. H. Gekul was also elected. The program for the next meeting, to be held at Bojan school on November 14, was next planned. Mr. Hannonchock, Superintendent of Schools, is to be invited. This meeting is to be held with the Willingdon Sub-local in the form of a Friday af-

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ternoon session. Matters to be discussed are Red Cross funds and Report Cards. The main item of the Friday afternoon session is to be a panel discussion on Democracy. At the end of the meeting the teachers were guests of Mrs. N. Shemeluck and Mrs. L. Fedorkiw at a delightful lunch. The evening was brought to a perfect end with community singing.

HOLDEN

The meeting of the Holden Sub-local was held on November 1st. The following executive was elected: President, Mr. Brushett; Vice-President, Mr. Ogronick; Secretary-Treasurer, Miss Bailey; Festival, Mrs. Selkirk; Track and Games, Mr. Krezanoski; Representative to the Local, Mr. Ogronick; Press Correspondent, Miss L'rozdowich. The new report cards are to be discussed at the next meeting.

The Holden Sub-local held their annual reorganization meeting on November 1st. Officers for the 1941-42 terms are as follows: President, Mr. Brushett; Vice-President, Mr. Ogronick; Secretary-Treasurer, Miss Irene Bailey; Track and Games Representative, Mrs. Krezanoski; Festival Committee, Mrs. Selkirk; Councillor, Mr. Ogronick.

INNISFREE-RANFURLY

At the first meeting of the Innisfree-Ranfurlly Sub-local held in Innisfree school on October 25, the following officers were elected: President, Mr. Brynyk; Vice-President, Miss Hannah; Secretary-Treasurer, Miss MacDonald; Councillor, Mr. Archibald. Plans were discussed for future meetings and the importance of a strong Local was

stressed. Mr. White, our inspector, was invited to come down from Vegreville and talk to the teachers about problems from a question box at the next meeting. Mr. McCrae was also invited.

IRMA

The Irma Sub-local met in the Irma High School on November 1st with a good representation of members. Owing to the absence of Mr. C. De Tro, president, the meeting was conducted by Miss H. McConkey, vice-president. A follow-up of the convention discussion of Enterprise Aims and Procedures was led by Mrs. G. Holt. Plans were laid for a Question Box period at the next meeting.

KILLAM

At the reorganization meeting of the Killam Local, held at the time of the Camrose-Killam-Provost convention, officers were elected as follows: President, Mr. C. Meria; Vice-President, Mr. Geo. Clark; Secretary-Treasurer, Mr. F. Condon; Sports, Mr. G. Smith; Press, Mr. E. Bruder; Salary Committee, Mr. G. Pearson, Mr. N. Weller, Mr. Geo. Clark, Mr. P. Holt, and Mr. E. Briggs. A Local meeting held in Killam consisted mainly of the making of plans for future meetings and a discussion of several Local matters to be discussed further at the next meeting. Mr. B. Larsen was elected as the Killam Representative.

LETHBRIDGE DISTRICT

An Executive meeting of the Lethbridge Local was held in the Marquis Hotel, Lethbridge, at 1:30 p.m. Saturday, October 18. Representatives from Readymade, Champion, Coalhurst, Coaldale, Wrentham, Diamond



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City, and Nobleford were present. The President, Mr. Simcoe, presided at the meeting. After the financial report was adopted, and business for the year discussed, the delegates present formed a Nominating Committee to prepare a slate of officers for the year 1941-42. The meeting adjourned at 3:00 p.m.

* * *

The annual meeting of the Lethbridge Local was held during the Fall Convention at Lethbridge, November 3rd. Minutes of the previous annual meeting were read and adopted. The financial report was read and approved. The retiring president reported an active year with progress shown in interest, and with respect to salary schedules. Officers for the new year were elected as follows: President, William White, Coalhurst; Vice-President, Leslie Medd, Ready-made; Secretary-Treasurer, Joe Lucco, Coalhurst; Press Correspondent, S. A. Lindstedt, Champion. The Salary Negotiating Committee is to consist of one representative from each Sub-local. Because several Sub-locals had not met this term, the personnel of the above committee was not complete. Mr. Gaudette reported on the progress made to date by the Salary Negotiating Committee.

LETHBRIDGE NORTHERN

A meeting of the Lethbridge Northern Sub-local was held in Picture Butte school on October 9th. Election of officers for the new term took place. Those elected were: President, Mr. D. Patterson; Vice-President, Miss Kay Morrissey; Secretary-Treasurer, F. Byrne; District Representatives, Messrs. Shields and Holman; Councillors, D. Patterson and D. Baldwin; Press Representative, Eileen Bawden. A discussion regarding a cost-of-living bonus followed and the matter was referred to the councillors for action by the Local. Plans were made for future meeting places and programs. Following a description of the Summer School Workshop Course by Miss Mary Oliver, the members took part in group discussions on Division I Problems, Intermediate Music and Group D. Electives. These discussions were led by Miss Oliver, Mr. O. T. Bingham, and L. Smith. The Picture Butte committee served refreshments.

LOMOND-ARMADA-TRAVERS

The Lomond-Armada-Travers Sub-local held its regular meeting at the home of Mr. H. Huntrods, Travers, on November 10. Reports from the Music Festival Committee were given. Mr. Forgues reported that Mr. Elford was going to publish a Taber Local monthly News Bulletin, and it was decided that the Press Correspondent keep him informed on the happenings of our Sub-local. Difficulties of transporting teachers without cars to meetings were freely discussed and those having cars very kindly offered to pick up as many teachers as they could. Mr. H. Forgues led an educational discussion on

the topic "Current Events in the School-room". Some very valuable suggestions were given, and an interesting discussion followed. The next meeting is to be held at Armada on December 8th. At this meeting Blaise E. Taylor and Helen M. R. Brown will lead discussions on "Spelling and Reading Problems in the Lower Grades." At the close of the business meeting a game of "Oceany Bridge" was greatly enjoyed by all. This was followed by the serving of a very dainty lunch by our hostess, Mrs. H. Huntrods.

LOUGHEED-SEDGEWICK

The second meeting of the Lougheed-Sedgewick Sub-local was held in the Lougheed school on November 1st. Matters of interest to the Local were discussed including the cost of living bonus. Christmas concert material was exchanged by the teachers. On December 6th the Sub-local will hold a Social evening in Groveland school. Officers elected for the coming term are: President, Miss Voorhees; Vice-President, Mr. Clarke; Secretary-Treasurer, Miss Thomas; Press Correspondent, Miss Burden. The guest speaker of the day was Mr. Warren. He gave an interesting and refreshing talk on Practices in Progressive Education. This was followed by a discussion of the points put forward by Mr. Warren. At the close of the meeting a very enjoyable lunch was served by the Lougheed staff.

MARWAYNE-STREAMSTOWN

A meeting of the Marwayne-Streamstown Sub-local was held at Marwayne on November 15. The main topics of discussion at this meeting were Curriculum Revision, Social Studies, and Home and School Association. The members of this Sub-local expressed the opinion that future revision of the Curriculum should be a matter of immediate interest and concern to all teachers in the Province. In order that the various Programmes of Study be democratically instituted it was felt that all groups of teachers must examine the present programmes thoroughly and be prepared to make definite recommendations with regard to future changes. Mr. E. F. McCall led very interesting discussion on fundamental concepts in the field of Social Studies. This discussion will be continued at a future meeting. The problem of forming a Home and School Association within the bounds of the Sub-local was given further consideration. It was decided to launch this project with due care and deliberation. Members felt it would be futile to undertake the establishment of such an organization without a preliminary campaign to arouse the interest and enthusiasm of parents to a point where the initiative would not have to originate entirely from the Sub-local group. The next meeting will be held on Saturday, December 6th, at Streamstown.

MILO-QUEENSTOWN

A reorganization meeting of the Milo-Queenstown Sub-local was held at Milo school on November 8th. Officers were elected as follows: President, Mr. Nowicki, Queenstown; Vice-President, Mr. W. Ryan, Shouldice; Secretary-Treasurer and Press Correspondent, Miss Phyllis Prentice, Majorville. It was decided that the Sub-local meet on the first Friday of each month.

MORNINGSIDE

Miss Harman was hostess to twelve of the fifteen members of the Morningside Sub-local when they met in her home in Ponoka

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for their second meeting on November 15. After disposing of the minutes in the usual manner the teachers again went into a discussion concerning the projector. Some schools wish to drop out of the projector route this year and others may join in their places. Arrangements were made to hold meetings in the Ponoka school after which teachers plan to patronize the Red Cross teas held in Ponoka on Saturday afternoons. The meetings are to be held on the second Saturday of each month, the next one being on December 13. This Sub-local is in favor of having a Divisional convention as suggested at the Fall convention in Red Deer. Mrs. Koleyak assisted Miss Harman in serving a delicious luncheon.

NACO-SEDALIA-NEW BRIGDEN

The first meeting of the Naco-Sedalia-New Brigden Sub-local was held at the home of Mrs. Ball, Esther, on November 15. An unusually large number attended. The following are the officers for this year: President and Council Representative, Mr. S. Overby; Vice-President, Mr. H. Horne; Secretary-Treasurer and Press Correspondent, Miss H. Parks. The meeting got under way with a discussion of future plans for festivals. This was followed by a review of Chapter 1 of Dr. Lane's book, "A Teacher's Guide Book to the Activity Program", which dealt with the background of the Activity Program. Discussion followed on the general methods of enterprise. It was decided to send for other books dealing with the problem of carrying out these methods in the small rural school. At the next meeting a further review of the book on hand is to be given. The meeting will be held at Sedalia at the home of Mrs. Jarboe on December 13. At the close of the meeting a very enjoyable supper was served by Mrs. Ball.

OLDS

The annual meeting of the Olds Local was held in the Fallisier Hotel, Calgary, on October 21st. Reports of the year's activities were read and adopted. The salary scale as arranged by the Central Executive was accepted. There was considerable discussion and much expressed dissatisfaction re the 1941-42 scale, but it was finally accepted under protest. A motion was passed recommending that salaries be paid in twelve monthly payments. The news bulletin sent out to rural teachers by the secretary last year was discussed. It was decided to continue it this year and to send it to town teachers as well. A resolution was passed condemning the clause written into the Rocky Mountain House Village schedule requiring that teachers' increments be dependent upon an 80 per cent pass. The following officers were elected for the new term: President, C. R. Ford; Vice-President, Stanley Clarke; Secretary-Treasurer, George Dann; Press Correspondent, Frances MacArthur; Salary Committee, Kathleen Collins, John Weir, Mr. Pybus. The suggestion was made that an experienced labor negotiator be hired to assist the salary committee. Next year's convention will be held in Calgary under similar arrangements as in 1941.

The teachers of Olds and district held their monthly meeting of the Sub-local on November 13. The new officers were installed with Miss MacArthur presiding. In an endeavor to increase attendance the December meeting has been set for Friday, December 12th at 8 p.m. in the Olds school. After adjournment of business the Program director

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entertained with Gilbert and Sullivan's "Trial by Jury" and a movement from one of Beethoven's symphonies. These selections aroused a very spirited discussion on music appreciation for school activities. The social committee served a delicious lunch to finish off a memorable evening.

OYEN

The following officers were chosen at the meeting of the Oyen Sub-local at the Hanna convention: President, Mr. J. Taylor; Vice-President, Miss E. Gaden; Secretary, Miss V. Haddigan; Councilor, Miss M. Wiley. The first meeting of the Sub-local was held at Oyen on November 8th. Miss F. Miller introduced the book "The Enterprise in Theory and Practice" by Dr. Dickie, in interesting form and style. A round table discussion followed and many interesting points on enterprise were brought out. The Oyen Sub-local received an invitation from the Chinook Sub-local, and intend to attend their meeting on November 15. Mr. H. Hall will discuss 160 pages of the book "The Enterprise in Theory and Practice" at the next meeting. The teachers enjoyed themselves and lunch was served by the Oyen teaching staff. The next meeting will be on December 13 at 7:30 p.m. in the Oyen school.

PARADISE VALLEY

The first meeting of the Paradise Valley Sub-local was held at Winona school. The main part of the evening was taken up with the election of officers. Those elected were: President, Mr. A. E. Lampitt; Vice-President, Mr. G. B. Gunn; Secretary-Treasurer, Miss N. Redmond; Press Correspondent, Miss D. Free; Councilor, Mr. M. Moncrieff. As poor roads and cold weather generally hinder the preparations for a Musical Festival, it was decided to begin our year with the first steps of organization. A Festival committee was chosen and divided into two groups, viz. Elocution and Music. The date for the next meeting was set for November 5th at Allister school. The meeting ended with a tasty lunch served by Miss Redmond.

The second meeting was held at Allister school on November 12th. A discussion concerning the circulation of library books took place and it was decided to move each box every two weeks. The Festival committee brought in a suggested programme which was accepted. A committee was chosen to look after the hiring of adjudicators. A lengthy discussion took place of bringing the Home and School closer together for better understanding. It is to be hoped that the teachers realize the importance of their organization and that their efforts are necessary to make it progressive. We therefore urge every member of our Sub-local to co-operate to his utmost and help to preserve this "life-line". Therefore, fellow-teachers, it is "Our" duty, not "Theirs". The next meeting is to be held at Winona school. The meeting was concluded with a delicious lunch served by Mrs. Bruce.

PERRYVALE-COLINTON

The following officers of the Perryvale-Colinton Sub-local were elected: President, Mrs. R. S. Adamson; Vice-President, Miss J. I. Bissell; Secretary-Treasurer, Miss L. R. Scott; Press Correspondent, Mr. F. S. Warren; Councillor, Miss I. E. Buchholz. Meetings will be held on the second Saturday of each month at 2 p.m. in Colinton. An interesting and lively programme of discussion is planned.

PIONEER LOCAL

A meeting of the teachers of the Pioneer Local was held in the Masonic Temple, Edmonton, on October 16th. The main business was the election of officers for the present year. The officers elected were: Mr. G. R. Mealing, president; Mr. V. Pailer, vice-president; Mr. E. L. Fox, secretary; Miss M. Babiak, press correspondent. A report from the Salary Schedule Committee was given by Mr. G. R. Mealing. It was resolved that the present Salary Schedule Committee continue their good work for the present year. For the purpose of co-operating with the parents and solving their community problems a Community Service Committee was formed of the following: Mr. Smith, Mr. Meleshko and Miss M. Babiak.

PROVOST-HAYTER

The teachers of the town and surrounding districts held a very interesting meeting at the High School on Saturday, November 1st with Mr. Otkin presiding. Sports, musical festival, and school fairs were discussed and will be dealt with in full at the December meeting. Mr. Otkin was elected councillor to the Local Executive. The questions from Question Box were dealt with for a period

of half an hour and proved very successful. Reading tests were reported on by Messrs. Broughton and Hamilton, and after a lengthy discussion it was decided to try them in several of the schools. A very tasty lunch was served by Miss Capsey, after which the meeting closed by singing God Save the King.

RYLEY

A very lively meeting of the Ryley Sub-local was held in the Ustia School on Saturday, November 8th. Mrs. Kallal presented a report on the work accomplished by the Holden Local A.T.A. Several other topics were brought up for stimulating discussion, after which a most refreshing lunch was served by Mrs. Bjornson.

SIBBALD

The first meeting of the Sibbald Sub-local was held at the Convention at Hanna on October 27. The executive for 1941-42 was elected as follows: President, K. L. Evans; Vice-President, Beatrice Patterson; Secretary-Treasurer and Press Correspondent, Jean Beynon; Councillor, K. L. Evans. The meetings are to be used for the study of group problems and the study of suitable books.

The second meeting was held on November 8th at Sibbald. A discussion was held on the study group and its main purpose. The secretary was asked to write to the A.T.A. library for full information. Modern, non-fiction books of a suitable nature will be chosen for study. A discussion of school problems followed and the meeting was adjourned.

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SMOKY LAKE

The Smoky Lake Sub-local held its first meeting of the year in the Smoky Lake High School on October 4th. The following officers were elected: President, Mr. Peter Semenchuk; Vice-President, Mr. L. Bercuson; Secretary-Treasurer, Mr. H. S. Holowaychuk; Press Correspondent, Miss R. R. Holup; Councillor, Mr. L. Bercuson. Also the following committees: Music Appreciation, Miss E. Radyk, Mr. R. Spachinsky, Mr. P. Kozdrowski, Mr. Wm. Neczy, Divisional Track Meet Committee, Mr. G. Hawrelak, Mr. Wm. Moysa, Mr. N. Baron, Mr. G. Kolotylik, Projector Committee, Mr. N. Makarenko, Mr. A. J. Petruk, Miss Mary Peniak. The meetings are to be held on the first Saturday of each month. The programme for the next three meetings will be: (1) Social Studies by Mr. Bercuson, (2) Shop and Household Economics by Mr. Kindevater and Miss Hegler, (3) Open Forum.

SPIRIT RIVER

The teachers of the Spirit River School Division met in convention in Spirit River on November 4th and 5th. The chief speaker, Mr. Shaul, Westmount, Edmonton, in his address stressed the part that each teacher must play in his community in achieving a real democracy. Mr. Stehelin, Superintendent of the Division emphasized co-operation, not only within the profession but between teachers and members of their community. Miss Henderson, Spirit River, and Mrs. St. Jean, Rycroft, each ably demonstrated how the Enterprise method was working out in Division I of her school. Mrs. White capably dealt with rural school methods. On the evening of November 3rd the teachers were pleasantly entertained at a banquet, sponsored by the Red Cross. At this time the local member, Mr. Debolt, urged more definite instruction in democratic principles. The remainder of the evening was spent in entertainment and dancing, through the courtesy of the teachers and citizens of Spirit River. The following executive was elected for the coming year: President, Mr. Weldon; Vice-President, Miss Settle; Secretary-Treasurer, Mrs. Keene; Press Correspondent, Mrs. Hartwell.

STAVELY

The regular meeting of the Stavely and district Sub-local was held in the Stavely school on November 15. An informal discussion of the convention business and of the possibilities of forming Parent-Teacher Associations was held. The next meeting is to be held on December 13 in Prairie View school, five miles south of Stavely. The topic of discussion at this meeting will be Written English in the schools. All teachers in Stavely and Parkland districts are invited to attend this meeting. At the conclusion of the business meeting lunch was served by Mrs. Bell and Miss Branum.

STETTLE

The Stettler Sub-local met on October 25 for the purpose of electing officers. Following is the slate: President, Mr. F. J. Ennis; Vice-President, Mr. Pinkerton; Councillor, Mr. T. Fletcher; Secretary-Treasurer, Miss M. Haverstock; Press Correspondent, H. L. Moreau. Programmes for coming meetings were discussed and committees appointed.

SUNDRE

The Sub-local meeting was held at Sundre on October 25. It was called to order by Mr. John Weir, after which followed the election of a new slate of officers. The fol-

lowing were elected to office: President, Mr. John Weir; Vice-President and Press Correspondent, Mr. Jacob Penner; Secretary-Treasurer, Mrs. Weir. Since not all the members were present it was decided that we leave the election of the councillor for the next meeting. It was decided that the topics for discussion at our next meeting would be indoor games and social studies for Division III. Various school problems were discussed. Lunch was served.

TABER RURAL

The Taber Rural Sub-local held its first meeting of the fall term at the home of Miss B. Williamson in Taber on October 18. Election of officers for 1941-42 took place with Mr. H. Burpee elected president, Mr. H. McNeill, vice-president, Miss A. Tennant, secretary-treasurer, and Miss Williamson, reporter. Councillors are Mr. H. Thiesen and Mr. D. Scott. Business discussion included ways and means of financing the motion picture projector. Mr. Kunelius, our new Superintendent, spoke for a few minutes on the subjects of Activities in School, and New Books for Professional Reading. Lunch was served by the hostess, assisted by Miss Tennant.

TOMAHAWK

The Tomahawk Sub-local held its regular monthly meeting in the High School on November 8th. The matter of salaries was discussed and all present believed that teachers should get a 15 per cent cost of living bonus. Steps have been taken to inquire into this matter. Mr. Overbo made the suggestion that we as teachers should make a united effort to perform some community service. Several suggestions are being discussed. Miss Rowan was hostess at a delightful lunch to teachers and their friends after the meeting adjourned.

TWO HILLS

On October 3rd the teachers of the Two Hills Sub-local held their regular meeting at Two Hills. Attendance was very good. The new executive consists of the following: President, Mr. N. Miskiw; Vice-President, Mr. Kindrachuk; Secretary-Treasurer, Mrs. A. Young; Press Correspondent, J. P. Berezan; Social Committee, Mrs. N. Miskiw, Mrs. Podeluk, Mr. J. Berezan. Mr. N. Miskiw read a circular received from the A.T.A. The main discussion was on the convention which was to take place on October 7th and 8th. The most enjoyable evening was spent with Mr. and Mrs. N. Miskiw as hosts.

VIMY

The first meeting of the Vimy Sub-local was held on October 2nd at Waugh for the purpose of electing officers: President and Councillor, Mr. Duchak; Vice-President, Mr. Frechill; Secretary-Treasurer, Miss Zadunayski; Press Correspondent, Miss Holmes. It was decided that meetings of the Sub-local would be held on the first Tuesday of

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every month. It was planned to hold a social at the Vinay hall on October 24th, the proceeds to go towards the paying off of the moving machine. The plans for the circulating of the movie projector and films also got under way. The meeting was served with a very tasty lunch by Miss Zadunayski.

The second meeting was held on November 14 at the home of Miss Therrien. The proceeds from the social were counted and placed in the hands of the Secretary-Treasurer. Discussion of the form of the next meeting resulted in the decision that ideas in current events would be discussed. Quiz and Question Box programs were also suggested. The meeting was closed by a delightful lunch served by Miss Therrien.

WESTLOCK-CLYDE

The Westlock-Clyde Sub-local held its first meeting on November 1 at the Westlock school. The following officers were elected for the current year: President, Mr. Dean;; Vice-President, Mr. Neftstadt; Secretary-Treasurer, Mr. Burger; Press Correspondent, Miss Fjell; Councillor, Mr. Renwick; Library Committee member, Miss Wood; Program Committee, Miss Hughes, Mr. Sutherland. The next meeting will be held at the Westlock school on December 6th at 2 p.m. Mr. Sutherland of the Westlock staff will discuss with the group his practical work in Pupil Government in the School Room. Teachers are asked to bring up any matters for the negotiating committee. A cordial welcome is extended to all teachers in the Westlock-Clyde Sub-local to attend. Lunch will be served.

WETASKIWIN

The first meeting of the Wetaskiwin Local was held at the Masonic Temple, Edmonton during the Fall convention. The following officers were elected for the 1941-42 term: Hon. President, Mr. J. Scofield; President, Mr. A. Fredell; Vice-President, Mr. C. R. Robertson; Secretary-Treasurer, Miss McDonald; Vice-Secretary-Treasurer, Miss Timofeff; Press Correspondent, Miss M. Staples; Track Meet Committee, Messrs. Robertson, Henderson, Baker; Salary Schedule Committee, Messrs. Wilson, Baker, Weibert, Miss E. Beavo, Mr. Treleven; Discipline Committee, Mr. H. Irvine, Miss E. Johnson, Miss Duitman. The meeting adopted the reports of last year's activities. Mr. Scofield gave a very helpful and instructive talk on the work of the Division, outlining past work and plans for the future.

WILLINGDON

A very lively afternoon session of the Willingdon and Hairy Hill Sub-locals was held at Bojan school on Friday, November 14th. The matter of payment of the cost of living bonus to teachers was discussed at great length. A strong stand was taken on the scheme by the members present. In a resolution to the Local Executive they urged them to press the Divisional Board for a

reasonable living bonus. Furthermore the Local Executive is to ask the Provincial A.T.A. Executive to press for a province-wide scheme. In a discussion on report cards it was suggested that Sub-local secretaries meet in the near future to draw up new report cards. Mr. Hannonchko, Inspector of Schools, gave much useful information to those present on reports, work tables and methodology in spelling. The session was concluded by a round table discussion on Democracy. Last but not least was the sumptuous lunch served by our hostesses Mrs. Shalka and Miss Menzak. During the lunch period a Community sing-song was conducted by Mr. Demco and Mr. Kelba.

WINTERBURN

The first meeting of the Winterburn Sub-local was held on November 1. The following officers were elected: President, Mrs. Binney; Secretary-Treasurer, Miss Berta Martin; Press Correspondent, Miss Doris Little; Councillor, Miss Margaret Reed. Plans were made for future meetings. It was decided to adopt a responsive type of roll call with responses such as enterprise ideas, plans for solving problems in discipline, or funny class-room sayings. Meetings are to be held on the second Saturday in each month.

A GEM FROM HOWARD LANE

"The supreme aim of education is the enrichment of the life of the individual, and the social inheritance is but the means to that end."

—Contributed by L. W. K.

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